

## **EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR ST ANNE'S CATHOLIC PRIMARY SCHOOL**

### **Equality, Accessibility and Cohesion Audit and Action Plan**

This audit will identify and set out how *St Anne's* will work to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community. The outcome of the Equality, Accessibility and Cohesion Audit should be reported to the school governors, and the tasks and priorities identified should be used to develop an Equality Policy Action Plan for the School. School governors should monitor progress against the actions within the Equality Policy Action Plan at least quarterly.

### **How to use the audit toolkit**

To use the tool use the statements as prompts for questions or go through each question and tick the relevant box based on the evidence you gather. The boxes are coded as follows:

- A = we are confident about this; work has already been done in this area and is ongoing
- B = we haven't done much on this yet, but know what needs to be done and how to go about it
- C = we still need to do work on this area and to identify our initial priorities

Use the 'Evidence' column to identify or make cross-reference to your own examples of existing good practice (if you ticked box A) or the case for improvement (if you ticked boxes B or C).

The ultimate aim is to be able to tick the A box for every section, so use the 'Tasks and priorities' column to identify the next step towards this. Once you have identified your priorities, incorporate them into the relevant action plan (This toolkit should be used in conjunction with the action plan in the school's equality policy). The action plan should spell out in more detail how you plan to achieve the task, who will be responsible and when it will be fully implemented.

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR**  
**ST ANNE'S CATHOLIC PRIMARY SCHOOL**

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
<b>Legal compliance</b>						
1. The school has produced, published and maintains an up to date Equality Policy, Equality Objectives and Action Plan.	<b>X</b>			Published on website alongside local offer.	Updated audit 2023.	<b>SLT</b> updates within timeframe and amendments made as appropriate.
2. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its: (i) Equality Policy (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Equality Objectives	<b>X</b>			Updated versions to go on website as appropriate.	Continue to monitor	<b>R Crolla</b> <b>Sept 2023.</b>
3. Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan.	<b>X</b>			See Governing Body mins.	Governors to have this available on Governor Hub. Headteacher to upload.	<b>C. Foster</b>
4. Equality impact assessments are used inform all key decisions on policies, practices, and contract commissioning	<b>X</b>			All statutory policies, curriculum content and School Mission statement refer to equal opportunities.	Embed into practice and review implementation of policies.	<b>SLT</b> To review May 2024
5. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body	<b>X</b>			The governing body has formally adopted all policies which have been recommended by the Local Authority.	Continue to ensure we comply.	<b>R Crolla and</b> <b>Governors</b>
6. Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices, and contract	<b>X</b>			Governors follow LA advice when implementing policies.	Continue to ensure we comply.	<b>C. Foster</b> <b>Chair of</b> <b>Govs</b> Govs meeting

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR**  
**ST ANNE'S CATHOLIC PRIMARY SCHOOL**

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commissioning); at the time that the decision is taken						
The context of your school						
7. Training on the Equality Legislation is given to all members of governing body.	<b>X</b>			School subscribe to Local Authority training. Also National College	Ensure new Governors are inducted.	<b>C Foster Chair of Governors</b> As need arises
8. Training on the Equality Legislation is given to all school staff.	<b>X</b>			As part of induction procedures and regular staff training	Training set for staff over each academic year.	<b>R Crolla</b> on going
9. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff alongside the schools behaviour principles.	<b>X</b>			Adopted Local Authority Policy	Policy updated at least every 3 years.	<b>Governors</b> 3year policy cycle
10. The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Pupil Home/School Agreement.	<b>X</b>			All parents and children sign home school agreements.	Home School Agreement issued to all families.	<b>R Crolla</b>
11. Pupils and parents are informed about the School's Equality Policy, and their responsibilities have been made clear	<b>X</b>			A list of all policies are on the school website.	None	<b>R Crolla and other staff responsible for policy implementati on</b>
12. The school has systems in place - for staff, parents and pupils - to actively identify, record, manage and monitor the frequency and nature of hate incidents, hate crime, discrimination, bullying or harassment	<b>X</b>			All incidents are managed and monitored. CPOMS is used to track and monitor information.	Continue to follow LA policy, school policy and procedures. Headteacher's termly report to Governors reports on this.	<b>Governors</b> Termly updates
13. The school's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes	<b>X</b>			Yes included all of this criteria.	The policy is up to date.	<b>Governors</b> <b>3 year policy cycle</b>

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14. The school is confident that disabled pupils are able to take advantage of the education and benefits, facilities or services it provides or offers.	<b>X</b>			Pupils with disabilities are included in all aspects of school life including P.E. and sports. Use of coach with accessibility has been used frequently.	Annually look at accessibility practicalities for pupils with mobility challenges.	<b>E Ward SENCO</b>
15. The school is confident that disabled pupils and their families have equality of access to information which the school produces (e.g. newsletters, guidance, advice, website, etc.)	<b>X</b>			All families have access in exactly the same way as other families.	Continue to communicate effectively with all families	<b>All Staff</b>
16. The school has published its "local offer" detailing relevant services available for children with disabilities and / or Special Educational Needs	<b>X</b>			The Local Offer is published on the school website.	SENCO to keep the local offer updated. Create link to the LA local offer.	<b>R Crolla</b> Annually E Ward Sept 2023 and each year.
17. The school contributes appropriately to Pupil Education, Health and Care Plan	<b>X</b>			Statements have been transferred to EHCPs.	Continue to formally review EHCPs annually.	<b>E Ward and R Crolla and staff</b> Annually
18. The school provides parents, carers and guardians of "pupils with Education, Health and Care Plan" with information on how to access St.Helens Special Educational Needs and Disability Information, Advice and Support Services (St.Helens IASS).	<b>X</b>			Children at St Anne's come from St Helens and 1 from Liverpool.	SENCO to continue to liaise with both local authorities to ensure best provision especially on transition to high/special school.	<b>E Ward As arises</b>
19. The school's Self Evaluation Process contains judgments about how well the school promotes equality and cohesion.	<b>X</b>			This is included in the Personal Development and Behaviour and Attitudes part of our SIP and SES.	Continue to build upon the equality and cohesion across the school, including the use of visits and external visitors.	<b>SLT and all staff.</b>
<b>Monitoring and impact assessment</b>						
20. The school has an accurate, up-to-date profile of its pupils, teaching staff and governors by age, race, gender, religion, sexual orientation, and disability.	<b>X</b>			All recruitment applications for staff have included an equal opportunities form which is sent back to the	School follows LA admission arrangements where gender is identified by parents for pupils on entry.	<b>R Crolla</b> Annually

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				Local Authority. Pay Committee are presented with an overview of staff characteristics as disclosed with each pay review.		
21. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs	<b>X</b>			All policies are reviewed between 1-3 years.	To review/Approve	<b>Annually R Crolla and SLT /Governors</b>
22. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes.	<b>X</b>			We follow all Local Authority procedures and return all statistical information.	The recruitment process ensures this is completed through data collection.	<b>This is completed by the LA</b>
23. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning.	<b>X</b>			Self-evaluation process informs all future policies.	Continue to monitor impact when new policies are adopted or other policies are reviewed.	<b>Governors</b> Every 1-3 years
24. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP)	<b>X</b>			All IEP'S are monitored at least termly. SENCO drop ins are offered to parents each week to discuss progress.	Firmly established in all classes through the SENCO	<b>SENCo</b> Termly Annually in formal way for EHCPs
25. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes	<b>X</b>			We take on board Local Authority policy recommendations.	<b>None</b>	<b>None</b>
<b>Sense of belonging</b>						
26. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity and community cohesion	<b>X</b>			Children are given responsibilities such as School Council/ Subject Ambassadors, House and vice captains and JRSOs.	Continue to capture voice of the child and to feed this back into school improvement.	<b>E Ward/C Bill</b> Questionnaires /focus groups throughout each year

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				Pupil voice clearly states this.		
27. The school has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs	X			We have considered this role eg EAL and inwardly mobile pupils from overseas Same sex parents are fully integrated into the school community. Children who come to use as managed transfers are fully supported by school and liaison with outside agencies to meet their needs. Families with refugee status/seeing asylum are also fully supported.	To continue to address parents correctly and for children to know that families are not all made of mum and dad and diversity is respected. PSHE leader and RE /RSE Lead to monitor curriculum delivery	<b>SLT and staff</b> Bi-annual curriculum review
28. The school works with parents of children with special educational needs as equal partners in their child's education.	X			SEND drop ins/ meetings Daily contact with a practitioner as appropriate. Regular IEP and review meetings	Continue with this outstanding practice.	<b>E Ward (SENDCO)</b>
<b>Teaching learning and curriculum</b>						
29. The curriculum is regularly assessed to ensure that it promotes equality and cohesion for all protected characteristics	X			Through the curriculum and wider life of the school including assemblies. Personal Development curriculum mapping Equality and Diversity books are included within the long-term plan for English. Big Democracy events and raising awareness of inclusion. Equality/diversity mapping of texts across school by English Lead.	Use of Jigsaw PSHE programme  Therapeutic Schools Programme Award  RSHE Journey in Love  Faith in Action Award Y6	<b>R Crolla</b> <b>E Ward</b> <b>S Wylde</b> <b>S Volynchook</b> All policies reviewed every 1-3 years.

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				Catholic Social Teaching workshops. Anti-bullying workshops and curriculum delivery.		
30. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum.	X			All adaptations have been made in order to include all children whenever reasonably possible. This has led to provision being regularly revised and adapted to meet the individual needs of our children, equity is considered alongside equality.	To continue to adapt teaching across the Curriculum in order to meet the needs of all children.	<b>E Ward and R Crolla and all SLT</b> ongoing
31. The school responds to individual needs at all levels through appropriate adaptations and enhancements of the curriculum.	X			Some pupils have a bespoke curriculum including physical activity and sensory support. SEMH curriculum and graduated pastoral offer linked to SEND mapping and ACES provision.	Continue to provision map to meet the needs of SEND pupils. SENH provision Map Behavioural graduated response.	<b>Class teachers led by Wellbeing Team, LSAs SENDCO and SLT.</b>
32. The school implements appropriate group and individual intervention programmes to address learning difficulties.	X			Numerous interventions are in place to support needs identified. Read Write Inc/Phonics 1:1 tuition Beating Dyslexia Elklan salt, Language Link, Chatty Words, Fresh Start, Satchel Pulse.	Continue to identify need through pupil data and pupil progress meetings  Implement Satchel Pulse and Therapeutic schools curriculum.	<b>Class teachers, E Ward, LSAs SLT</b>
33. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly.	X			Good role models are encouraged to welcome new children in school. Children who have moved into school settle very well.	Full inductions completed and managed transfers successful Higher numbers of inwardly mobile pupils in the academic year 2022-23 (38).	<b>All Staff Wellbeing Team, SENDCO and SLT.</b>

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				Excellent responses from parents. High numbers of inwardly mobile managed transfers are successful.		
34. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children	X			School pays a service level agreement annually to have this service. School met the funding stream for the first time (on national funding formula for EAL in financial year 2022-23)	Continue to ensure children with EAL are considered carefully when planning the Curriculum	<b>EC Ward (SENDCO) SLT</b>
35. Governors are able to identify examples of reasonable adjustments made at the school	X			See buildings section of head teachers termly report to governors. Also audits of behaviour	Continue to ensure this remains up to date for any adjustments that need to be made	<b>R Crolla</b>
36. Governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated	X			Other values and cultures are embedded into the curriculum through visits and visitors.	Continue to keep Governors well informed.	<b>R Crolla</b>
37. The governing body knows how the school tracks relative underachievement by race, disability and gender, and how successful this has been addressed	X			All data is presented to Governors. This includes the categories named as well as vulnerable groups. Governors are familiar with policies and practices	Continue to present data and review policies annually.	<b>SLT Assessment Annually</b>
38. The school is confident that where possible excluded or self-excluded pupils are successfully re-integrated	X			Suspensions and Perm Ex are only used as a very last resort and the school engages with a graduated response to behaviour support and all external agencies to support and	Follow school policy on exclusions	<b>R Crolla</b>



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				nurture identified children at risk of exclusion.		
39. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful	X			Policies are followed rigorously with outcomes positive. CPOMS and school recording. Termly reporting to governors.	Continue to follow policy. Ensure any incidents of bullying/hate are reported	<b>R Crolla</b>
40. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body	X			Anonymised behaviour incidents and actions are summarised as part of headteacher's termly report to governors. School works closely with the SEND team and the BIT in the LA to support any child at risk of exclusion. School provision is immediately responsive to any child's needs in this situation.	Continue to work collaboratively with agencies and sustain our Team around the Child approach to those vulnerable and at risk.	All staff ongoing.
<b>Equity and Extended Services</b>						
41. The school's Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils' learning and well being	X			All stakeholders involved in SIP and contribute through questionnaires.	Continue annually.	<b>R Crolla and SLT</b>
42. The Governors know of the impact of: <ul style="list-style-type: none"> <li>• Partnership arrangements with other schools</li> <li>• Opportunities for intercultural activities</li> </ul>		X		School has strong partnerships with other schools in the LA. The governors are in receipt of the impact of this on practice.	Continue to build successful partnerships and develop further opportunities	<b>SLT Ongoing</b>
43. The Governors know how funds such as-Pupil Premium have benefited children.	X			PP impact statements available on website. The link governor for PP is proactive in engaging with this role.	Ensure Pupil Premium Report is updated regularly and placed on website for public access.	<b>S Wylde</b>

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44. Governors used the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management	X			Consistently successful appraisal of headteacher since appointment. HT objectives are set against the HT standards and the needs of the school community. Appraisal is supervised by external assessor.	Governors to refresh HT appraisal training if necessary/expired.	<b>Governors.</b> External Agency used for HT Appraisal.