Public Sector Equality Duty Statement

Re Progress towards Equal Opportunity Policy Objectives 2022 – 2023

Below are the Equality Policy Objectives agreed last academic year as our focus from 2022 – 2026 and a summary of progress made towards each to date (2022 -2023) is summarised below each target.

EQUALITY OBJECTIVES 2022-2026

Objective 1	To review, update and embed the equal opportunities proforma use to help reduce the risk of inadvertent discrimination for pupils and staff.
Rationale for objective	So that staff are aware of the equality impact proforma and how it helps to reduce the risk of inadvertent discrimination. So that all major events consider the protected and chosen characteristics at planning stage.
Associated actions	Update training for staff, add to all checklists. Whole staff training and embedded through Line managers.

Progress towards achieving this target has begun with initial whole staff training delivered in September 2022 and further individualised training offered as need arises. The newly updated equal opportunities proforma has been issued to staff along with the policy and added to checklists for all events. Staff have been using the new proforma since September 2022 to help avoid the risk of inadvertent discrimination against the characteristics identified in all events. The majority of forms completed are increasingly in line with expectations showing consideration of how to avoid events creating discrimination and raised awareness. Lead professionals should discuss with their line managers before the form is submitted to me to increase line managers' awareness of potential opportunities for discrimination against the characteristics and how to mitigate against it and to improve discussions re promoting equality. Further work to be completed is further training on form completion with staff (events leaders/line managers) and also addition to the middle leader checklist each term to ensure discussions take place with line managers regularly. Monitoring of proforma is completed by senior leadership and line managers have been now involved in this process which will be further encouraged via future training.

Success to date can be also be seen in the variety of events offered and the numbers of pupils accessing these, as shown by monitoring of SAIL in Objective 3.

Objective 2	To further improve the school's work with SEND students.
Rationale for objective	So that SEND pupils continue to be successful in their qualifications and destinations data continues to show positive outcomes for SEND pupils.
Associated actions	Continued focus on ensuring teachers deliver high quality inclusive teaching to SEND pupils.

Improving school's work with SEND students further is ongoing and has been praised in both the OFSTED Report from Autumn 2022 and also the SIP report in January 2023.

The SENDCo and team complete comprehensive assessments of pupils in year 7 to identify needs early and to establish baseline data and this is shared with and used by departments in setting year 7 pupils. Identification of needs not previously identified enables priority interventions as available. Interventions run in all year groups based on identified needs and best use of resources.

'Students with SEND are well supported. SEND is well led and managed by the SENDCo. Early identification in Key stage 3 and effective communication with contributary primary school ensures individual needs are met from the start of their time in the school.' (SIP Report Jan 23)

Whole staff training has been given on SEND (September 22) as well as via PSHE on how to learn/ revise program. Staff training is ongoing as requested and can be in person with SENDCo, via email re strategies or advice or via SEND Team. Updates to successful strategies to use with individual SEND Pupils continues and is disseminated via the SEND summary booklet to all Teaching and SEND staff. Staff communicate regularly with SENDCo re SEND Queries, concerns, strategies to use, differentiation and how to improve outcomes for pupils. This happens via email, meetings and through discussions with SENDCo and SEND Team members. Further training times have been requested.

Several departments are using the Pedagogical Content Knowledge (PCK) scheduled meetings to focus on the effective teaching of SEND pupils in their subject area. Evidence-based research is being used to aid the teachers in developing discussions, implementing strategies and in making adaptions to the curriculum. Teachers are making use of external CPD via the National College website, which hosts a number of SEND supporting materials, and they are using well-known books like 'Teach like a Champion'. There are departments who have allocated SEND Champions who lead on developing and sharing SEND strategies across their team and are then a resource to be used throughout the year. English and Mathematics departments set and evaluate termly targets for SEND pupils which are disseminated to and used across the curriculum to help develop pupils' key skills further in all areas.

HOD via SENDCo and line managers were asked to investigate/deliver entry level certificates where they can, with a focus on English and Mathematics to ensure best outcomes for SEND and more vulnerable pupils. Curriculum changes will need further discussion and focus with the increasing needs profile of KS3.

Smaller class sizes are implemented in year 9, 10 and 11 to increase teacher to pupil ratio and increase Higher quality inclusive teaching (HQIT) for all. This has been established in English and Mathematics and now Science since September 22.

SEND destinations data and outcomes data is good at all key stages with interventions in place to support KS4 pupils in transitioning to key stage 5 as well as trips for SEND pupils re careers and liaison with parents and destinations of choice.

As part of the SEND action plan, peer TA observations have been introduced to promote professional conversations re good SEND support and to share best practice amongst the SEND Team. Evaluation of observations and creation of a new observation sheet will be further investigated this academic year as will the observations of SEND pupils and their ability to access the curriculum areas with an interest in developing an inclusive checklist for teaching staff to consider. These will be added to the SEND Action plan to further promote good teaching of SEND pupils to improve outcomes further. 'The SENDCo carries out visits to lessons to monitor how students are doing and teachers are supported and trained to provide appropriate resources and strategies in class.' (SIP, Jan 23)

Objective 3	To develop the St Anne's Interconnected Learning (SAIL) programme with protected characteristics in mind
Rationale for objective	So that pupils of all protected characteristics are able to access it equally.
Associated actions	Regular auditing of the programme with protected characteristics in mind in line with the school development roadmap up to 2024 and then beyond into any new strategic plan.

SAIL incorporates six areas that are accessible to all students over their time here at St. Anne's Catholic School. These areas are; Chaplaincy, Common Home, Careers, Co-curricular, Community and Captainship.

SAIL provides a framework for the personal development of our students. All pupils are encouraged to take part in a variety of activities and experiences within these areas. These opportunities are tailored to ensure that there is something for everyone (e.g. 50 different clubs running, most over lunchtime). All pupils keep a brief record of their activities each term on their SAIL profile in their logbook. Student leaders complete a tracking sheet for each tutor group across years 7-11 at the end of each term. A senior leader audits this information to evaluate uptake of opportunities in each of the six areas. The protected characteristics that apply to this context are; Age, Gender, Race, Disability, Religion or belief and Sexual orientation.

Data analysis of uptake will be available for each (year group), ethnicity, religion and SEND from AKE. Next steps are formulated as a result of this data analysis.