Public Sector Equality Duty
Review of equality information and objectives
TRINITY CATHOLIC HIGH SCHOOL 2017 – 2018

Objective	Outcomes	Evidence
To ensure the early and accurate identification of individual students' needs. This will include the identification of Special Educational Needs and Disabilities or any other additional needs such as EAL, medical or social care needs. CL	Early access to information regarding students that have Additional Educational Needs has facilitated the early planning and the early implementation of provision that is matched with the needs of identified students	• Intake Report • IEHC Plans • Medical Lists • Medical Protocols and Health Care Plans
To closely monitor student progress and, in collaboration with specialist external services, to identify new and emerging needs through the schedule of annual Care Plan meetings, biannual SEN Review meetings and termly LAC Reviews. CL	Provision for vulnerable students has been under constant review helping to embed good practice and bringing about enhanced provision where new and emerging needs are identified.	• Annual Review of IEHC Plans • Biannual SEN Review Meeting – Summary Notes. • ePEP Meetings and Reports.
To track the progress and attendance of different groups with protected characteristics, as far as practicable, and to intervene as appropriate to further enhance the attendance of all students within the cohort to achieve a zero rate of fixed and permanent exclusions for pupils within this category. To build on the excellent practise of the school so that the gaps in attainment for disadvantaged students close even further	Attendance and progress of different groups of students is in line with that of students without protected characteristics.	• Attendance records for all identified groups of learners. • Fixed & Permanent Exclusion data for all groups of learners. • Progress data (Inspection data Summary Report / Inspection dashboard) • School performance and progress to be evaluated with reference to:- year on year comparison via internal audit, year on year evaluation of IDSR

		performance data, which affords a national comparison, Education Welfare Officer termly reports, Ofsted inspection dashboard.
To promote students' active participation in school life particularly in relation to trips, extracurricular activities and posts of student responsibility. To ensure that staff selecting students for posts of responsibility, organising trips and extra-curricular activities pay due regard to the inclusion of students with protected characteristics. Further work planned for 2018 – 2019 • All members of staff who intend to lead School Journeys, undertake training in relation to the duty of reasonable adjustment. • That all members also undertake awareness training regarding inclusion with particular reference to students with protected characteristics.	Staff selecting students for posts of responsibility, organising trips and extra-curricular activities are required to pay due regard to the inclusion of students with protected characteristics and to ensure that the principles of reasonable adjustment are employed to promote inclusion and participation. The trip policy and documentation that staff are required to complete has been updated for 2018 – 2019 to make specific reference to the inclusion and planning for students with protected characteristics. For all School journeys, as part of the pre-planning phase, an evaluation of the student cohort is conducted so as to monitor the effectiveness of policy in practice. Participation rates in extracurricular activities and school trips and in posts of responsibility / leadership roles matches that of students without protected characteristics.	• Records of names of students attending trips and holding positions of responsibility. For 2018 - 2019 • Evaluation of student cohort in posts of responsibility and from trip documentation. • CPD records
To maintain a strong anti-bullying culture within the School community and to facilitate open and effective communication with students so that equality	All occasions of bullying are rare and this is inclusive of those characteristics protected as part of Equality Law.	• Logs of incidents of bullying. • SEND - Student Voice Survey Report

issues can be identified promptly and resolved effectively. In support of this the following will occur annually: • School Vision/Blessed Sacrament assemblies. • Letters to parents and students from the Headmaster. • Clear anti-bullying policy stated in the School Journal. • All staff and students will receive training in relation to forms and types of bullying and the impact of bullying on the individual. This training will be repeated for new members of staff and our new intake of students annually. • All students will complete termly bullying/equality surveys, which will be conducted in both a written format and via one to one interviews. • The School's SENCO will coordinate the annual Pupil/Parent Voice survey for students within the SEND cohort.	Student feedback from KS3 and 4 student voice surveys and from the Year 12 / 13 online bullying and equality survey indicate that students feel safe and are treated equally. 2016 – 2017 316 students took part in the Year 12/13 online bullying and equality survey of which 251 chose to give their name. Any student who gave their name and a negative response was followed up and action taken / support offered as appropriate. No significant issues emerged as part of the survey. 2017 - 2018 143 students took part in the Year 12 online bullying and equality survey of which only four students raised an issue that needed to be followed up. The issues were minor and action was taken / support given as appropriate. No significant issues emerged as part of the survey. In addition to the annual provision planned within the objectives all students in Year 7-10 plus year 12 attended assemblies on promoting equality between religions. Students at KS3 are now better informed on the similarities between the Abrahamic faiths, especially Catholicism and Islam. Students at KS4 and 5 have engaged with controversial and critical thinking ideas that challenges the belief that religion causes conflict.	• Parental questionnaires. • Staff questionnaires. • Bullying surveys and discussions. • PRE programme. • Tutorial and Tutor Time Programme.
To adjust the sixth form uniform in response to	Sixth form uniform has changed so that Girls may	• Published

Gender equality lobbying through student voice consultations	wear a trouser suit if they wish. Considerations are in place to change the KS3 uniform for girls.	uniform list
To ensure that the appointment of staff is in line with the equality legislation and that all reasonable adjustments are made to accommodate the needs of different groups of staff (e.g. religious observance)	A diverse and harmonious staff body is in place who meet the needs of the school. Reasonable adjustments are made to accommodate individual staff needs where applicable.	• HR files. • Record of communications with prospective and newly appointed staff. • Adjustments logged as appropriate. • Records of interview notes.

Four year Access Plan objectives 2017 – 2018

Objective	Outcomes	Evidence
Improvements in access to the curriculum through appropriate levels of training in school	The School has further develop the annual programme of staff training/inset on disability issues. Whole staff training has been provided annually in relation to medical protocols/care plans. Through professional advice and INSET for staff as appropriate (e.g. as instances of autism, dyslexia, medical and behavioural problems arise) Staff are better informed of the needs of the students in their classes. A programme of inset took place for our Sixth Form Guardian Angels (peer mentors). Our termly CPD courses have been inclusive of SEND themes.	• Pupil voice surveys. • Record of CPD events. • Staff planners. • Progress data of students with identified SEN
Physical improvements to increase access to education and associated services To consider and address access needs and make	To ensure that the School has in place arrangements for a formal access audit to be conducted every three years.	To evaluate on a termly basis via reporting to the Governing Body, with regard to the

suitable improvements to the building when practicable and where funds are available Improved disability access to be actively considered in the early planning of all premises development.		School's progress in relation to the access audit development plan.
To involve students / parents and colleagues with additional needs in planning provision To further develop forums for both staff and parents where issues relating to access and equality can be raised to include annual care plan meetings and SEN reviews CL	Forums are in place, for both staff and parents, where issues relating to access and equality can be raised including annual care plan meetings and SEN reviews Parent and student responses to student voice surveys are positive and impact on planning.	• Attendance of parents and students at IEHCP & SEN reviews. • IEHCP Outcomes and IEP Targets. • Parental Voice • Pupil Voice surveys.
To accommodate medical dietary needs To record individual dietary needs through cashless catering system and to ensure that all food is clearly and unequivocally labelled CL	Absence of allergic reactions triggered by canteen food.	• Medical Protocols and Health Care Plans • Medical incident reports
The SEN department will identify annual improvement priorities which will contribute towards the School Improvement Plan. Annual improvement priorities identified CL	Annual SEN improvement priorities are in place.	• The SEN Department SIP contribution. • The SEN Department reports annually on the implementation of the school's policy for pupils with Special Educational Needs and Disabilities. • The SEN Department reports annually on LAC.