

Lyme Community Primary School: Equality, Accessibility and Cohesion Audit

Reviewed and updated: January 2020 (JR)

Appendix 1

Audit Area and Questions	A	B	C	Evidence	Tasks and priorities	By Whom and Date
Legal compliance						
1. The school has produced, published and maintains an up to date Equality Policy, Equality Objectives and Action Plan.	✓			Governors adopted St Helens Council Policy in April 2015. Policy reviewed September 2019; amended with reference to 'transgender'; due for update as part of cycle – April 2021		
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	✓			(i)The Equality Policy has been published on the school website. (ii)The audit is a work in progress. (iii)The Equality Objectives need to be published on the website.	Equalities documents on the website – upload reviewed and updated documents.	JR – January 2020
3. Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan.	✓			Discussion of this audit and action plan is on the agenda for the Full Governor's meeting on 30.01.20	This will form part of the Head teacher's report to Governors in the next academic year. Discuss election of governor with responsibility for Equality.	JR – 30.01.20
4. Equality impact assessments are used to inform all key decisions on policies, practices, and contract commissioning	✓			Key policies have been audited using the template: Behaviour, Teaching and Learning, Racial Equality and Complaints	All key polices to updated as per the Policy Review timetable: 2019-20 Equality Impact Assessment completed with staff for curriculum areas and Foundation Stage – feed into action plans – published on website. This needs to be reviewed and will be done so in a staff meeting.	JR – ongoing JR/Subject Leaders – Spring term 1 2020
5. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body	✓			Training given by Simon Cousins, Equalities Officer from St. Helens Council – 20.11.19. Evidence of decisions made – minutes of meetings.	Representatives from the GB attended – feedback to all governors. To ensure all policies and decisions made reference equality implications.	FGM on 30.01.20 Clerk - ongoing

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6. Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices, and contract commissioning); at the time that the decision is taken	✓			Training given by Simon Cousins, Equalities Officer from St. Helens Council on a 3-year-basis Minutes of the meeting/PPT	Representatives from the GB attended recent training on 20.11.19 – feedback to all governors	FGM on 30.01.20
The context of your school						
7. Training on the Equality Legislation is given to all members of governing body.	✓			Training given by Simon Cousins, Equalities Officer from St. Helens Council – 20/11/2019. PPT of training presentation	Representatives from the GB attended – feedback to all governors	CPD – 20/11/2019 FGM on 30.01.20
8. Training on the Equality Legislation is given to all school staff.	✓			Training given to all teaching staff on a three-yearly basis Refresher to all teaching staff and introductory training to non-teaching staff by Simon Cousins, Equalities Officer from St. Helens Council – 20.11.19.	Ensure that legislation is embedded throughout the curriculum and in every day practice within school through monitoring and evaluation cycle	CPD – 20/11/2019 JR - monitoring and evaluation – ongoing
9. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff.	✓			Mission statement, staff handbook, induction procedures The Equality Act is embedded in all key policies e.g. Racial Equality policy	Use of equality impact assessments when updating practice and school documents	JR - updated annually or as part of the policy review timetable - ongoing
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.	✓			The Code of Conduct for Parents and Carers outlines the school's expectations in line with the Equality Act. Home School Agreement is signed at the start of the year, e.g. 'I will respect other's culture, race, feelings, beliefs and values.'	Use of equality impact assessments when updating agreements	MC/JR – updated annually
11. Pupils and parents are informed about the School's Equality Policy, and their responsibilities have been made clear	✓			The Equality Policy is available on the school website for parents to access. RE/PSHE work across school centres around values; one being diversity - pupils take part in a range of assemblies and carry out work in class. The Behaviour policy, which was shared with the children in January 2019, highlights expectations and responsibilities of the	Signpost parents to the policy – either on the website or a paper copy. To share the Equality Policy, and its content, with the pupils at an appropriate level during assemblies.	JR/MC – ongoing

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				pupils. The Code of Conduct, which links to HSAs, outlines expectations and responsibilities of parents.		
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.	✓			All staff record such incidents on CPOMs – monitored by SLT. Headteacher’s report to Governors communicates any incidents. Open-door policy - all staff and Pastoral Manager; worry box available for pupils Bullying report form – appendix in policy		
13. The school’s Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes	✓			Anti-Bullying policy is linked with Behaviour Policy 2019 – shared with staff (INSET), children (assemblies), parents (website) and Governors (policy ratification). Anti-Bullying Alliance - ‘All together now’ accreditation awarded November 2018.	Use of equality impact assessments when updating practice and school documents	JR - updated annually part of the policy review timetable
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.	✓			Monitoring and evaluation timetable Pupil tracking and progress meetings Annual reviews, parents Meetings Accessibility Plan: Lift to access the upper floor. Wide doors. Disabled access shower. Colour-coded door system for different purposes e.g. toilet facilities = green Auxiliary aids e.g. chair/adaptable desk Induction loops – hearing Teacher adaptation of resources Additional adult support	Review accessibility for disabled pupils in enrichment and extra-curricular activities - review and update Accessibility Plan (created March 2017; reviewed March 2018)	JR – March 2020
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.)	✓			Weekly newsletter (paper) and on website Parent text facility. Access to the school nurse via drop in clinic. Home/School communication books. Signposting to other service providers. Multi-agency		

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				meetings and pastoral team communicate verbally with parents and families of vulnerable children.		
16. The school has published its "local offer" detailing relevant services available for children with disabilities and / or Special Educational Needs	✓			Website – equality page for ease of access locating relevant information. The schools SEN information report and LA local offer can be navigated to via a hyperlink.		
17. The school contributes appropriately to Pupil Education, Health and Care Plan	✓			SENCo works with staff, parents, pupils and outside agencies. Learning support plans. Annual EHCP reviews. Liaison with other local providers.		
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).	✓			SENCo works with staff, parents, pupils and outside agencies. Learning support plans. Annual Reviews. Pastoral team/parent liaison. Newsletter, signposting /flyers		
19. The school's Self Evaluation Process contains judgments about how well the school promotes equality and cohesion.	✓			School Self Evaluation (SEF). Headteacher report to governors. Monitoring and evaluation schedule: including that carried out by SLT and middle leaders (book looks, curriculum reviews, learning walks, pupil voice interviews) Curriculum Equality Audits completed by staff on annual basis	Emphasis on actions of curriculum equality audit impacting on teaching and learning – monitoring and evaluation schedule	SLT and MLT – ongoing JR – SM – Spring 2020
Monitoring and impact assessment						
20. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, gender, religion, sexual orientation, and disability	✓			Pupil data kept on SIMS excluding sexual orientation. Staff: Equal Opportunities form submitted to HR during interview process.	Governors to be given the opportunity to complete a confidential personal profile	FGM: 30.1.20
21. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs	✓			The following policies have been assessed using Equality Impact Assessment: Racial Equality, Behaviour, Complaints, Teaching and Learning	See policies and documentation framework for policy list and dates	Whole school ongoing

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				New and readopted policies will have EIA attached.		
22. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes.	✓			Raise Online. FFT Aspire. Monitoring and evaluation schedule. All data is analysed by pupil characteristics. This is reported to governors. Pupil progress meeting – termly		
23. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning.	✓			SIP priorities. Monitoring and evaluation informs priorities for training and review.		
24. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP)	✓			Parental meetings, progress meetings, learning support plan reviews, tracking Pupil progress meetings Ongoing provision maps regularly reviewed by SENCO Learning support plans reviewed at least termly by class teachers and a sample monitored by SENCo Termly multi-agency meetings Regular meetings between SENCo and Headteacher Ongoing provision maps regularly reviewed by SENCO and SLT. Learning support plans reviewed at least termly		
25. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes	✓			Finance policy Procurement made via St Helens Council have followed the Equality Act 2010		
Sense of belonging						
26. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity, British Values & community cohesion	✓			Student Council, Eco, PATHS PALS, Sports Council, Rights Respecting Schools Ambassadors External reviews - discussions with pupils. Mission statement RRS Gold achieved – July 2018		

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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	✓			Safeguarding Lead works closely with community groups and families new to the school both native and immigrants. EAL department works closely with school. Multi-agency meetings. Extended services information sharing with other professionals Traveller Service support for children EAL service for children Reasonable adjustments made for families requiring language translation – support sourced for Parents’ Evenings; other key meetings; translation of letters home; signposting from Pastoral Manager to relevant support and services e.g. sourcing school uniforms, registering with medical professionals		
28. The school works with parents of children with special educational needs as equal partners in their child’s education.	✓			Parents are invited to participate in review meetings and discuss Pupil Profiles at Parent’s Evenings SENDCo meets regularly with parents and support services. Home/school communication books		
Teaching learning and curriculum						
29. The curriculum is regularly assessed to ensure that it promotes British values, equality and cohesion for all protected characteristics	✓			Subject leaders/Foundation stage staff worked together to complete Curriculum Equality Audit – SM – October 2019: see action plan. Use impact assessments, equality curriculum audit, collaborative planning workshops to inform planning.	Review curriculum audits; develop a checklist for staff to use Emphasis on actions of curriculum equality audit impacting on teaching and learning – monitoring – Summer term 2020	Subject leaders – ongoing
30. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum. <i>Use information from the Curriculum Equality Audit (Appendix 2) to help demonstrate compliance</i>	✓			See above. Accessibility Plan 2019 Functional approach to learning. Practical school-based activities. Enrichment weeks, school environment review.		

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31. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.	✓			Teacher planning, curriculum overviews, learning targets, teacher challenge/expectation, learning support plans, deployment of teaching assistants.		
32. The school implements appropriate group and individual intervention programmes to address learning difficulties.	✓			Differentiation of teachers' planning, provision maps, monitoring of provision maps and intervention timetables by SENCo on a termly basis as per Monitoring and Evaluation procedures.		
33. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly.	✓			Pastoral Manager meets with all new arrivals prior to their first day in school to ensure a smooth transition into school. Regular sessions arranged to support new children. Communication to other staff via CPOMs.		
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	✓			Reports provided by the EAL service. Pre and Post assessments to show impact.		
35. Governors are able to identify examples of reasonable adjustments made at the school	✓			Accessibility Plan 2019		
36. Governors are able to identify examples where British values, different cultures, religions and beliefs are respected and appreciated	✓			Displays in the school environment, visits to school, school website, Headteacher's report at Governing Body meetings, overview of curriculum and school events shared with governors at meetings/on the website		
37. The governing body knows how the school tracks relative underachievement by race, disability and gender, and how successful this has been	✓			Tracking system shows achievement/under achievement Data shared with Governors – post assessment weeks – pupil group analysis		
38. The school is confident that where possible excluded or self-excluded pupils are successfully re-integrated	✓			Regular meetings are held to discuss pupils who are referred to PACE/PRU. Re-integration has been attempted, using support from outside agencies.		
39. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or	✓			All staff record such incidents on CPOMs – evidence trail.		

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harassment, if used, have been successful				Headteacher's report to Governors communicates any incidents. Behaviour patterns are closely monitored by Pastoral Manager and discussed with relevant pupils, staff, parents and SLT.		
40. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body	✓			From the Behaviour policy: Formal discussion with parent concerning the child's behaviour ** Behaviour Book/record sent home regularly ** Regular reporting to a senior member of staff In extreme cases exclusion Recording of incidents Behaviour incidents causing concern, serious incidents or low level disruptive behaviour will be recorded in class and school behaviour logs. (As a guide: * class logs ** school logs) Exclusions/referrals to PACE/PRU are discussed at Governor's meetings. All staff record such incidents on CPOMs – evidence trail.		
Equity and Extended Services						
41. The school's Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils' learning and well-being'	✓			SSE and SIP, termly headteacher's report to governors and newsletters. Parent and Pupil questionnaires – data analysis – feedback to staff and governors – published on the website. Subject action plans - opportunities Provision map Enrichment activities - visits and visitors Links with other organisations e.g. School Nurse, Dentist, eye tests, Chamber of Commerce ('Why Work?'/ Enterprise projects) Anti-Bullying Week Pastoral Manager's role – pupil/ family		

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				support Family Learning Parent workshops (Reading, Phonics, Maths) Parent transition meetings Parent SATs meetings Parent/Pupil comments on school reports Parent meetings Parental access to School Pupil Tracker – monitor attendance, attainment and progress Health and Wellbeing Week – annually in summer term		
42. The governors know of the impact of: <ul style="list-style-type: none"> • Partnership arrangements with other schools • International links • Use of shared facilities • Opportunities for intercultural activities 	✓			Head teacher’s report to Governors. SSE and SIP, termly headteacher’s report to governors and newsletters.		
43. The governors know how funds such as-Pupil Premium have benefited children.	✓			Annual report to Governors which is published on website Minutes of governing body meetings, matrix of vulnerability, pupil progress meetings Pupil Premium Strategy 2019-2 EYPP Strategy 2019-20		
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				No longer in Headteachers’ Standards		