



## Equality, Diversity and Inclusion Policy

### College Vision

To be an outstanding, inclusive Catholic sixth form college; valuing the individual, celebrating learning and raising aspirations.

### College Mission

We are a Catholic College dedicated to the education and development of the whole person and supporting all students to realise their full potential. As an outstanding learning organisation SJR will have a strong sense of purpose and a commitment to shared values within a Christian community. We will establish a unique, safe and challenging environment where every individual is valued, talents are recognised and nurtured, achievements are celebrated and dedication is rewarded. To achieve this as a community we will:

- Welcome all students who are happy to be educated within a Christian environment
- Value the uniqueness and dignity of each individual
- Deliver the highest standards of teaching and learning
- All show a commitment to our work, to the Christian values of the College and to the safety of all in our community
- Provide equality of opportunity, with mutual respect and positive encouragement
- Build and further develop local, national and international partnerships

Core values in daily life at St John Rigby College are expressed as:

- Genuine concern for others
- Support for and challenge of one another
- High standards and expectations
- Consistency and perseverance
- Recognition of talents, progress and achievements

## College Strategic Objectives

1. To embed a learning culture which improves the standards of student achievement, raises aspirations and promotes excellence across the full range of the College curriculum. We will focus on three key areas of outcomes for learners:
  - 1.1 *Improving the consistency of outcomes across all courses*
  - 1.2 *Raising student success rates and challenging all courses to exceed Sixth Form College national benchmarks*
  - 1.3 *Continuing to improve the proportion of students achieving high grades and achieving a positive value added score for all courses*
2. To widen student participation, in partnership with other providers, through the offer of a comprehensive range of high quality courses that meet the needs of our students and support developments and provision within partner high schools.
3. To work collaboratively with groups within the College's local and extended community.
4. To further develop the estate to provide an outstanding, safe learning environment for the whole College community.
5. To sustain a culture where all staff are committed to SJR's core values, where continuous professional development is encouraged and organisational efficiency and effectiveness are achieved.
6. To maintain the College's financial stability in order to implement the College Development Plan.

## Policy Statement

At St John Rigby College we recognise the potential to transform people's lives and welcome a diverse range of students and staff to the College community. We embrace the challenge to make a positive difference to the culture of the College, where opportunities to excel are available to all. We continue to strive to create a College that is inclusive at all levels and in every system and process. Our vision for diversity remains clear and consistent: to be a motivated and diverse College community, where staff and students demand the highest standards from each other and work together to maximise the benefits of difference.

Our Equality and Diversity policy enables us to continue to take a long term strategic approach to diversity and inclusion, whilst retaining the ability to deliver focussed actions to improve the experience and perceptions of specific diverse groups.

## Duties

The Equality Act 2010:

The Equality and Diversity policy supports St John Rigby College's compliance with the principles and requirements of the Equality Act 2010

The Public Sector Equality Duty, (2011), covers 8 of the 9 'protected characteristics'. Being married or in a Civil Partnership is not a protected characteristic for FE institutions.

## General Duty

The Duty (section 149 of the Equality Act 2010) – A public authority must in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act
- Advance<sup>1</sup> equality of opportunity between persons with or without a protected characteristic
- Foster good relations<sup>2</sup> between persons who have a relevant protected characteristic and persons who do not

The College is committed to meeting the aims of anti-discrimination legislation, by

1. taking reasonable steps to remove any disadvantages experienced by those who share a relevant protected characteristic.
2. taking steps to meet the needs of those who share a protected characteristic.
3. encouraging those with a relevant protected characteristic to participate in activity where participation by such persons is disproportionately low.
4. meeting the needs of disabled people and taking reasonable steps to take account of impairments.

## Specific Duty

1. The College needs to gather two kinds of equality information:
  - a) from engagement with interested people on their needs
  - b) from other data sources – internal, local and national
2. The College needs to use this information to analyse the effect of College policies and practices on people who share a relevant characteristic. This will be via the stated measures of success.
3. The College publishes information annually sufficient to demonstrate compliance with the three aims of the General Duty, including the above analysis and the information it was based on
4. Prepare and publish specific and measurable objectives for a four year cycle to further one or more of the aims, with details of
  - a) the engagement it undertook when developing its objectives and
  - b) how progress towards these objectives should be measured

## Goals

- To develop a fully inclusive College community which recruits and retains students (up to the age of 19) and staff from all sectors of society.
- To nurture the talents of all students and staff, irrespective of their background or characteristics, and develop them within a positive and supportive culture.
- To implement measures to ensure that there are no differences between different groups of students, irrespective of their background or characteristics
- To implement a skills strategy in support of learners
- The Equality and Diversity group in the College will work to enhance the College reputation and culture. Members will continue to help build positive relationships between students, staff and external stakeholders. They aim to meet the needs and expectations of all stakeholders through communicating a vision where equality and diversity is valued by all.

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<sup>1</sup> The term 'advance' replaces 'promote' – the intention is to move forward, to get somewhere and to achieve improved outcomes.

<sup>2</sup> 'Foster good relations' includes having due regard to tackle prejudice and promote understanding

## Measures of Success

We will demonstrate our commitment by the positive actions we take across 8 protected characteristics.

- 1 Age
2. Disability
3. Gender Reassignment
4. Pregnancy and Maternity
5. Race
6. Religion or belief
7. Sex
8. Sexual Orientation

We will monitor and assess our success in the following ways:

- By the extent to which we succeed in engaging people in the ongoing implementation of the policy and the College's Equality and Diversity Action four year action plan (2021-2025), which is reviewed annually alongside this policy.
- Via staff networks, through working with and involving people in all departments, by seeking and acting upon the views of students and staff to develop our action plan and create measurable outcomes.
- By the extent to which actions are achieved. The actions and outcomes will be reviewed and reported upon by the Equality, Diversity and Wellbeing Group to the Senior Leadership Team (SLT) and Governors annually through the Safeguarding and Pastoral updates.
- By the Equality and Diversity Staff Survey and the outcomes of resulting actions.
- By the comparison of student recruitment and success data by gender, disability, ethnicity and race, religion or belief and socio-economic group.
- By the achievement of a positive and inclusive culture as evidenced by an increase in our Equality Data disclosure rates for the eight protected characteristics. This will be monitored through surveys, and the extent to which our staff and students become actively involved with the Equality and Diversity policy and recommend the College as a progressive place to study and work.

## Priorities

The Equality and Diversity policy focuses on a number of key themes to facilitate change, create a sense of belonging and further develop a culture where everyone feels valued and engaged. We have identified the following key priorities for St John Rigby College:

- Integrating inclusion into College strategies

The curriculum offer at College will advance the spiritual, moral, cultural and educational development of all and prepare them for the opportunities, responsibilities and experiences of adult life. We value equally the needs of all who learn here and aim for all to realise their potential. In line with the Mission of the College the curriculum must reflect the needs of the local area as well as a rapidly changing world and diverse society. Creating an open and inclusive culture in which everyone feels valued and respects each other is key, as is taking decisive action to advance Equality and Diversity. Services and departments across the College will address equality and diversity issues through the Self Assessment cycle. The Principal's Report to Governors provides regular updates on the work of the Equality and Diversity group and includes annual submissions from Heads of Department on subject based Equality and Diversity activities. In addition to this there is also the annual HR report which summarises staff recruitment information by the Equality and Diversity groups for applicants and appointments.

- Developing an inclusive culture

Seeking to make a positive difference demands continuous commitment and reinforcement from all levels. It is essential that we work collaboratively with all students, staff and external stakeholders to ensure that they feel able to engage with and help shape our culture of inclusion.

We want all staff and students to understand what the vision “Equality and Diversity” means to them personally and what their responsibilities are. To enable them to do this, we need to help prepare them for the challenges that difference brings, and help them appreciate the benefits of diversity.

- Engaging and Involving people

We will ensure staff, students and other stakeholders can share their stories and experiences of good practice and areas for improvement with us. We will engage managers at all levels to forge a common culture and vision which embraces a community that is fully inclusive to all.

We will support staff, students and other stakeholder representatives of those with protected characteristics to act as consultation groups for College. Training will be necessary to raise awareness and opportunities for involvement will be provided. We will involve these groups in reviewing progress and setting further objectives.

- Ownership of Equality Data

Measuring and analysing data is a catalyst for action and will guide the Equality and Diversity Group, managers and Governors to identify areas of strength and vulnerability.

We will extend our staff monitoring via the staff and recruitment analysis to include all equality characteristics covered by the Equality Act, to encourage staff to share information with the College and we will consider ways of gathering wider student equality information. This will help us to develop future actions.

The Equality, Diversity and Wellbeing Group will review data annually to assess progress and help set new objectives in the College’s Equality and Diversity action plan as required.

#### **Related Policies:**

- Equality, Diversity and Inclusion Action Plan (2021-2025)
- Data Protection Policy
- Exams Policy
- Learning Support Handbook
- Safeguarding and Child Protection Policy
- SEMH Policy
- Staff Code of Conduct
- Staff Disability Policy and Procedures
- Staff Disciplinary Procedures
- Staff Wellbeing Policy
- Student Admissions Policy
- Student Agreement
- Student Charter
- Student Disability Policy
- Teaching, Learning and Assessment Policy
- Transgender Policy

## Equality, Diversity and Inclusion Action Plan

### 2021 – 2025 Action Plan

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<p><b>POLICY AND ACTION PLAN</b></p> <ul style="list-style-type: none"> <li>Equality and Diversity Policy Reviewed Annually</li> <li>Annual review cycle of all College policies incorporating Equality and Diversity Action Plan</li> </ul>	<p>Vice Principal – Students</p> <p>SLT</p>	<p>November – annually</p> <p>Annual Cycle</p>	<p>No specific resources required</p> <p>SLT revision and update time SLT meeting time</p>	<p>Senior Leadership Team (SLT) Governors Vice Principals</p> <p>SLT Governors Union Representatives</p>	<p>Annual SLT and Governor approval Actions agreed and incorporated into the 2021– 25 Action Plan</p> <p>Annual cycle complete and Policies approved by Governors</p>
<p><b>HUMAN RESOURCES</b></p> <ul style="list-style-type: none"> <li>Whole Staff TES Survey which includes E and D section.</li> <li>Analysis of results</li> </ul>	<p>Vice Principal – Students HR Manager Vice Principal – Staff and Resources Vice Principal – Curriculum Equality, Diversity &amp; Wellbeing Group Vice Principal – Students/</p>		<p>1 hour meeting time for all members</p>	<p>SLT Equality, Diversity and Wellbeing Group Student and Staff Representatives</p> <p>Equality, Diversity &amp; Wellbeing Group</p>	<p>Survey completed every three years and actions incorporated into the 4 year Action Plan</p>

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<p>Equality, Diversity &amp; Wellbeing Group meeting to analyse results</p> <ul style="list-style-type: none"> <li>Group tasked to further analyse the reports and to feed back any desired further cross referencing of the 'Culture', 'Work life Balance and 'Promotion Development' responses to the Demographic information</li> <li>Full Equality and Diversity Survey results analysed</li> </ul>	<p>Curriculum and Staffing Resources, HR Manager Equality, Diversity &amp; Wellbeing Group</p> <p>Vice Principal – Students HR Manager</p> <p>Vice Principal – staffing and Resources HR Manager Vice Principal – staffing and Resources HR Manager</p>	<p>Annually</p>	<p>Time to analyse the report</p> <p>Group Members time</p> <p>No specific resources required</p>	<p>Chartered Institute for Personnel and Development (CIPD) HR Inform ACAS Eversheds</p>	<p>Actions incorporated into the 4 year Action Plan</p>
<p><b>Recruitment and Selection</b> Candidate Application Form in line with the Equality Act 2010 to include information</p>	<p>HR Manager</p>	<p>On-going</p>	<p>No specific resources required</p>	<p>Chartered Institute for Personnel and Development (CIPD) HR Inform ACAS Eversheds</p>	<p>Actions incorporated into the 4 year Action Plan</p>

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<p>gathering on all the protected characteristics and an expansion of the definition of disability and reasonable adjustment questions</p> <p>Candidate Application Pack in line with the Equality Act 2010 to include all protected characteristics and development of the Equal Opportunities Monitoring Statement</p>	<p>Vice Principal – staffing and Resources HR Manager</p>		<p>No specific resources required</p>	<p>Sixth Form College Association (SFCA) SAS Daniels SLT</p>	<p>Completed and adopted on-going</p>
<p><b>HR System and Data</b> Future candidates additional demographic information are inputted onto Cintra in line with the Equality Act 2010 and the Public Sector Duty</p>	<p>HR Manager</p>			<p>SLT Union representatives Job Centre Plus</p>	
<p><b>Covering staff absence</b></p>	<p>Principal Vice Principal – staffing and Resources</p>	<p>On-going</p>	<p>No specific resources required</p> <p>Vice Principal – staffing and Resources HR Manager x 2 hours daily</p>	<p>All Staff Employee Assistance Programme Education Support Website</p>	<p>Lesson Cover Policy Reviewed Annually</p>



Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<p><b>Disability symbol (2 ticks) is assessed annually and standards maintained</b></p> <ul style="list-style-type: none"> <li>Employee Assistance Programme (EAP) provides confidential support and information available for all staff to address a wide range of staff concerns. They offer financial legal management guidance on all matters at home and in work</li> </ul>					<p>2 Ticks quality symbol is maintained – on-going</p> <p>EAP feedback and reports</p>
<p><b><u>STUDENT BULLYING</u></b></p> <ul style="list-style-type: none"> <li>Bullying Tutorial for all students</li> <li>Student Bullying Survey</li> </ul>	<p>Vice Principal Senior Tutors</p> <p>Vice Principal – Students Senior Tutors Central Services Manager</p>	<p>Autumn Term Annually</p> <p>Autumn Term Annually</p>	<p>No specific resources required</p> <p>No specific resources required</p>	<p>SLT CMT Students</p> <p>SLT CMT All Students</p>	<p>Tutorial schedule completed</p> <p>Survey completed Results analysed Trends year on year analysed</p> <p>All reported on each year and actions incorporated into the 4 year Action Plan</p>

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<p><b><u>INFORMATION SHARING AND GATHERING</u></b></p> <ul style="list-style-type: none"> <li>Expand consultations with a broader base of stakeholders: Parent/carer Conference Parent Disability Forums Learner Voice Surveys – SPOCs and SPOTs Exit Surveys Learner Voice Conference Freshers’ Fair incorporating volunteering and LGBTQ Employers Universities Apprenticeship providers Careers Partnership</li> <li>The Equality, Diversity &amp; Wellbeing Group will identify other / new stakeholders and how to gather information to inform future actions</li> </ul>	<p>Vice Principal – Students HR Manager Learning Support Manager</p> <p>Vice Principal – Students Equality, Diversity &amp; Wellbeing Group SJR Pride Group Neurodiversity Group Apprenticeship Club</p> <p>Vice Principal – Students Equality, Diversity &amp; Wellbeing Group</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>No specific resources required</p> <p>No specific resources required</p>	<p>SLT HR Manager Learning Support Manager</p> <p>SLT HR Manager Learning Support Manager Equality, Diversity &amp; Wellbeing Group</p>	<p>Evidence of Stakeholder consultations expanding and referenced in the 4 Year Action Plan</p> <p>On – going</p>

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<ul style="list-style-type: none"> <li>The Student Voice Strategy and Activity Plan is annually reviewed</li> <li>Equality and Diversity Policy</li> </ul>	Vice Principal – Students Equality, Diversity & Wellbeing Group	Reviewed annually  Reviewed annually	No specific resources required  No specific resources required	SLT  SLT	Published
<p><b><u>MARKETING</u></b></p> <ul style="list-style-type: none"> <li>Improved marketing to particular cohorts of students: Gender imbalances Challenging stereo types</li> <li>Impact assessment of all Marketing materials and activities</li> <li>Specialist teacher availability at all student consultation and enrolment events for students and families with additional needs and/or SEND</li> </ul>	Principal Marketing Manager  Principal Marketing Manager  Learning Support Manager	On going  On going  On going  Sept 2025	No specific resources required. Use of student photographs to challenge gender and race imbalances  Data collection and analysis through MIS and Marketing offices  No specific resources required	Principal Marketing Manager  Principal Marketing Manager Student applicants, parents/carers	Improved recruitment of underrepresented groups  Improved recruitment and retention  Improved recruitment and retention Robust funded arrangements in place for SEND learners

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<ul style="list-style-type: none"> <li>Pilot transition programme with Byrchall High School being set up for those Year 11 students who have support but are not funded.</li> </ul>	Learning Support Manager		Staff time and resources to create a transition programme.	Learning Support, Pastoral and Safeguarding team.	Increase SEND learner numbers and successful transition for vulnerable students which impacts positively on retention.
<p><b><u>CURRICULUM DEVELOPMENT</u></b></p> <ul style="list-style-type: none"> <li>Professional Development – Embedding i Equality, Diversity &amp; Wellbeing into the curriculum</li> <li>Checklist of Ofsted readiness</li> <li>Schemes of Work through adoption of the EXCEL model require reference to how EQUALITY, INCLUSION AND DIVERSITY is ‘advanced’ through this area of the curriculum</li> </ul>	<p>Vice Principal – Curriculum &amp; Quality Equality &amp; Diversity Group</p> <p>SLT, HoDs</p> <p>SLT, HoDs LS Manager, Principal, VP – Curriculum &amp; Quality</p>	<p>Teaching &amp; Learning Annual</p> <p>Annual Review</p> <p>Annual Review</p> <p>Annual Cycle</p> <p>Annual Cycle</p>	<p>No specific resources required</p> <p>Meetings x 4 per year</p> <p>No specific resources required</p> <p>Display resources</p>	<p>SLT, HoDs, Teachers</p> <p>Equality, Diversity &amp; Wellbeing Group, SLT, HoDs</p> <p>SLT, HoDs, Teachers</p> <p>SLT, HoDs, Teachers</p>	<p>Teaching &amp; Learning, Equality &amp; Diversity Policy PDRs</p> <p>Ofsted Equality &amp; Diversity readiness resource. Ofsted Report.</p> <p>Schemes of work updated annually. Reported annually through the Principal’s report to Governors</p> <p>Wall Displays</p>

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<ul style="list-style-type: none"> <li>Wall Displays in all departments promote equality, inclusion and diversity</li> <li>The Learning Support Manager will work with the Marketing Manager to arrange specific talks as required</li> <li>Examination reporting to the Principal post results addresses the achievements and compares the achievements of students with protected characteristics to the wider student body.</li> <li>Departmental self-assessment reports (SAR) review performance of different cohorts of students. (For example, those students with a disability to those without/females student performance compared to male</li> </ul>	<p>Learning Support Manager</p> <p>Principal, VP – Curriculum &amp; Quality</p> <p>Principal, VP – Curriculum &amp; Quality</p>	<p>Annual Cycle</p> <p>Annual Cycle</p> <p>Annual Cycle</p>	<p>No specific resources required</p> <p>No specific resources required</p> <p>No specific resources required</p>	<p>Prospective students, High School Colleagues, LS Manager</p> <p>Teachers, HoDs, CLs, VP-Curriculum &amp; Quality, Principal</p> <p>Teachers, HoDs, CLs, VP-Curriculum &amp; Quality, Principal, Governors, External Validators</p>	<p>Marketing Schedule</p> <p>ERTP Action Plans</p> <p>SAR Action Plans</p>

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<p>student performance/ Female with low IMD to performance compared to their peer's performance).</p> <ul style="list-style-type: none"> <li>Value Added performance is monitored and reviewed by curriculum leaders at a subject and whole college level to ensure there are few/no gaps in performance between different cohorts of students and those with a protected characteristic.</li> <li>SAR action planning at subject level includes actions to combat any differences in attendance, retention and achievement between the protected characteristics and the wider student body.</li> <li>Learner Involvement in the SAR process</li> </ul>	<p>VP – Curriculum &amp; Quality VP – Students, Senior Tutors and College Careers Advisor</p> <p>VP – Students, VP-Curriculum &amp; Quality</p> <p>VP – Students, VP-Curriculum &amp; Quality, SLT,</p>	<p>Annual Cycle</p> <p>Careers Calendar, Annual Cycle</p> <p>Annual Cycle</p>	<p>No specific resources required</p> <p>No specific resources required</p> <p>No specific resources required</p>	<p>Teachers, HoDs, CLs, VP-Curriculum &amp; Quality, Principal, Governors</p> <p>Teachers, HoDs, CLs, VP-Curriculum &amp; Quality, Principal, Governors, External Validators</p> <p>Students, HoDs, CLs, VP-Curriculum &amp; Quality,</p>	<p>VA Reports</p> <p>SAR Action Plans</p> <p>SAR Panel Schedule</p>

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<ul style="list-style-type: none"> <li>Careers education, information advice and guidance challenges stereo types and pushes individuals to have aspirational goals.</li> </ul>	College's Career Lead, Divisional Leaders and Senior Tutors	Annual Cycle	No specific resources required	Principal, Governors, External Validators  College Careers Advisor, Careers Lead, PTs/PCs, HoDs, VP – Students, STs, Teachers	Destinations Data analysed by Gender IDSR Ethnicity/IMD
<ul style="list-style-type: none"> <li>CEIAG is embedded into curriculum areas and is reviewed as part of the SAR process</li> </ul>	VP- Curriculum & Quality, AP- TLA, AP- Student Recruitment	Annual Cycle	No specific resources required	SLT, STs, HoDs, CLs, Students	SAR Action Plans, SAR Validation
<ul style="list-style-type: none"> <li>Class Trackers identify particular cohorts of students to help support teachers and curriculum managers monitor groups of learners.</li> </ul>	SLT	Annual Cycle	No specific resources required	SLT, HoDs, CLs, Teachers	Student Outcomes. Protected characteristics / student cohort
<ul style="list-style-type: none"> <li>The Assessment Check process enables in-year monitoring of students to check progress of a range of cohorts against the</li> </ul>	Vice Principal – Students, VP Curriculum & Quality, Senior	Half Termly	No specific resources required	SLT, HoDs, CLs, Students	Student Outcomes. Protected characteristics / student cohort

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<p>performance of the wider student body.</p> <ul style="list-style-type: none"> <li>SLT manage a range of student groups who may be 'at risk' of underperforming when compared to the wider student body.</li> <li>Development of the College 'Equality and Diversity awareness week'</li> </ul> <p><b>Retention Strategy</b> That focuses on all identified 'At Risks' groups.</p>	<p>Tutors, Divisional Leaders</p> <p>Extended SLT</p>	<p>Annually</p>	<p>No specific resources required</p> <p>Display costs, guest speaker expenses, tutorial resources</p> <p>INSET</p>	<p>SLT, VP – Students, LAC Student (via PEPs, LAC reviews), VP- Curriculum &amp; Quality, Students with Protected Characteristics</p> <p>Students, staff, guest speakers</p> <p>All Staff</p>	<p>Student Outcomes. LAC and Students with Protected characteristics / student cohort</p> <p>Student evaluations</p> <p>Improved Retention Data</p>
<p><b>SKILLS STRATEGY</b></p> <ul style="list-style-type: none"> <li>The ASPIRE SKILLS strategy is delivered to all students by all teaching staff as a whole College approach: A: Attendance S: Study Skills P: Progress</li> </ul>	<p>SLT, TLA Senior Lead Practitioner and TLA Lead Practitioners</p>	<p>Student Induction – Annual Cycle</p> <p>Ongoing annual programme</p>	<p>TLA Lead Practitioner posts temporary contracts, revised annually</p>	<p>SLT, TLA Senior Lead Practitioner and TLA Lead Practitioners HoDs, CLs, AP – Student Progression, STs, All Teachers, Students</p>	<p>Evaluations of impact, Student Surveys, Staff Surveys</p>



Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<p>I: Independence R: Resilience E: Employment</p> <ul style="list-style-type: none"> <li>The Teaching, Learning and Assessment Senior Lead Practitioner (TLA/LPs) deliver an annual cycle of staff and student development.</li> <li>The TLA/LPs lead the annual cycle of TLA INSET – TLA Talkpoints Programme The TLA/LPs lead many of the sessions but other members of staff deliver INSET according to their expertise. They include skills based sessions such as: Effective feedback The independent learner Readability of classroom resources Higher order thinking</li> </ul>	<p>SLT, TLA-Learning Practitioners, VP-Staffing &amp; Resources, VP Curriculum &amp; Quality</p> <p>SLT, TLA Lead Practitioners</p>	<p>Annual Cycle &amp; records</p> <p>Annual Cycle &amp; records</p>		<p>SLT, TLA Senior Lead Practitioner and TLA Lead Practitioners, Staff, Students</p> <p>SLT, TLA Senior Lead Practitioner and TLA Lead Practitioners, Teaching Staff</p>	<p>Evaluations of impact, Student Surveys, Staff Surveys</p> <p>Staff attendance records, Staff evaluations, Student Outcomes</p>

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<p>Effective use of technology in the classroom</p> <p>Effective revision techniques to use with students</p> <p>Strategies for high grades</p> <p>Bounce and Matthew Syed's black box thinking</p> <p>Lasting learning</p> <p>Metacognition</p> <p>Retrieval and Effective Practice</p> <p>These sessions are well attended by staff.</p> <ul style="list-style-type: none"> <li>• The ASPIRE strategy and the TLA Talkpoint programme of INSET are integrated whole College approach.</li> <li>• TLA/LPs deliver ASPIRE workshops for students</li> <li>• The TLA/LPs promote and deliver a readily accessible online</li> </ul>	<p>LT, AP-TLA, TLA-Learning Practitioners</p> <p>AP-TLA, TLA-Learning Practitioners</p>	<p>Referenced to Assessment Checks Schedule. Annual Cycle</p> <p>On-going</p> <p>On-going</p>		<p>All teaching staff All students</p> <p>TLA Lead Practitioners, PTs, PCs, Students</p>	<p>Workshop records, Student tracking/outcomes, surveys/focus groups</p> <p>On-line data re uptake by students Student surveys/focus groups</p>

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<p>resource for examination preparation for students preferring the use of technology. It is a resource, which will be built up and developed over time.</p> <ul style="list-style-type: none"> <li data-bbox="253 539 584 746">• The student Praise and reward strategy has been developed to recognise skill development in line with ASPIRE</li> <li data-bbox="253 826 584 1361">• The Academic Board, made up of members of the College Management Team (CMT), review student achievement on an annual cycle at key milestones such as post mock examinations to establish which students are at risk of underperforming. Supportive interventions ensue such as compulsory</li> </ul>	<p>VP - Students</p> <p>VP – Students, VP-Curriculum, Senior Tutors and Divisional Leaders</p>	<p>Annual Cycle</p> <p>Annual Cycle</p>		<p>Pastoral Systems Officer, Students</p> <p>Academic Board/CMT members. Students at the point of failing identified by AB,</p>	<p>Reward records, Student Feedback/Surveys/ Focus Groups Student Council Minutes, Student Outcomes/Case Studies</p> <p>AB records identified and tracked Student Outcomes</p>

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<p>ASPIRE workshops with TLA/LPs.</p> <ul style="list-style-type: none"> <li>The effectiveness of the skills strategy is evaluated on an annual cycle. Teachers reflect after each TLA Talkpoint session on what they have learned how they will adapt their own teaching, They evaluate and report on how these have influenced student outcomes during the annual quality assurance cycle.</li> </ul>	<p>SLT/CMT, TLA Lead Practitioners</p>			<p>SLT/CMT Students identified at risk of failing tracked Teachers</p>	<p>Teacher evaluations TLA Talkpoints</p>
<p><u>SEND</u></p> <p>Pre – enrolment:</p> <ul style="list-style-type: none"> <li>Student Recruitment WMBC Local Offer Website updated annually to include St John Rigby Offer to SEND learners</li> <li>Open Evenings x 3. Specialist team</li> </ul>	<p>Learning Support Manager</p> <p>Vice Principal – Students,</p>	<p>Reviewed annually</p> <p>Annual cycle</p>	<p>No specific resources required</p> <p>No specific resources required</p>	<p>Wigan MBC, SLT, Learning Support Manager</p> <p>SEND students, Parents / Carers, Schools, Local Authorities, SJR enrolling staff.</p>	<p>Completed annually</p> <p>Completed annually</p>

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<p>presence for SEND referrals</p> <ul style="list-style-type: none"> <li>• Pre enrolment course discussions and assessment of needs with specialist teachers: Open Evenings, Course Discussion Evenings, Visits to College, Taster Day / Parents' Conference, New Student Day.</li> <li>• Liaison activity re student transition: Information gathering from SEND specialists in schools</li> <li>• New SEND Parents' Evening Forums x 2</li> <li>• Transition reviews – Pre entry in school: SEND</li> </ul>	<p>Learning Support Manager, Team Leaders</p> <p>Vice Principal – Students, Learning Support Manager, Team Leaders</p> <p>Vice Principal – Students, Learning Support Manager, Team Leaders</p> <p>Learning Support Manager, Team Leaders</p> <p>Learning Support Manager</p>	<p>Annual cycle</p> <p>Annual cycle</p> <p>Autumn and summer term annually</p>	<p>No specific resources required</p> <p>No specific resources required</p> <p>No specific resources required</p> <p>No specific resources required</p>	<p>SEND students, Parents / Carers, Schools, Local Authorities</p> <p>SEND students, Parents / Carers, Schools, Local Authorities</p> <p>SEND students, Current Parents / Carers, New parents / carers</p>	<p>Completed annually</p> <p>Completed annually</p> <p>Completed annually</p> <p>Completed annually</p>

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
learners assessed and needs costed via the V10 funding document		Summer Term annually (costs predicted) Autumn Term (costs finalised)		SEND students, Parents / Carers, Schools, Local Authorities	
<ul style="list-style-type: none"> <li>Engagement with Local Authority SEND teams for funding negotiations re Element 2/3 funding</li> </ul>	Learning Support Manager	On – going for all SEND learners	No specific resources required	SEND students, Parents / Carers, Schools, Local Authorities	Completed annually
<ul style="list-style-type: none"> <li>Support arrangements put in place</li> </ul>	Learning Support Manager	Summer Term annually	No specific resources required	SEND students, Parents / Carers, Schools, Local Authorities	Completed annually
<ul style="list-style-type: none"> <li>Final Transition interviews for SEND students and parents / carers</li> </ul>	Learning Support Manager	Annual Cycle	No specific resources required	SEND students, Parents / Carers, Schools, Local Authorities	Completed annually
On programme					
<ul style="list-style-type: none"> <li>Implementation of SEND reforms and statutory framework:</li> </ul>	Learning Support Manager	November annually	No specific resources required	SEND students, Parents / Carers, Schools, Local Authorities, Learning Support Manager, Specialist teachers, Vice Principal – Students, Personal Tutors	Completed annually
Initial review	Learning Support Manager	February / March annually			

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<p>Annual review</p> <p>Destination review</p> <ul style="list-style-type: none"> <li>Diagnostic Assessment: Specialist in-house diagnostic assessments undertaken annually in line with examination board deadlines a significant proportion of whom receive examination access arrangements for the first time</li> <li>Measuring Impact: Student surveys, parent surveys, SEND Learners outcomes analysed</li> </ul>	<p>Learning Support Manager</p> <p>Learning Support Manager</p> <p>Learning Support Manager, Specialist teachers</p> <p>SLT, Learning Support Manager</p>	<p>May / June annually</p> <p>Autumn Term annually</p> <p>Summer Term surveys and Autumn term analyses</p>	<p>No specific resources required</p> <p>No specific resources required</p>	<p>SEND students, Parents / Carers, Learning Support Officer, Examinations Officer</p> <p>SEND students, Parents / Carers</p>	<p>Completed annually</p> <p>Completed annually</p>
<p><u>COLLEGE BURSARY</u></p> <p>The Bursary policy is reviewed annually.</p> <ul style="list-style-type: none"> <li>The Bursary is promoted through the tutorial programme,</li> </ul>	<p>SLT</p>	<p>May - annual - when the new Government</p>	<p>Annual Government Guidance</p>	<p>All students All Parent/Carers</p>	<p>Annual SLT and Governor approval Actions agreed</p>

Issue / Action	Person(s) Responsible	By When	Resources	Stakeholder Involvement	Measurable Outcomes
<p>assemblies, and the College TVs.</p> <ul style="list-style-type: none"> <li>• Application for the Bursary can be done via the College website</li> <li>• The Bursary Officer (Office Manager) offers bespoke assistance to families completing the application should they need it.</li> <li>• Students on bursary are loaned College laptops should they need them.</li> <li>• Students on bursary also receive financial support for College trips and resources related to their programme of study.</li> </ul>	Bursary Officer	guidance has been published		Subject teachers track progress of students in receipt of bursary Progress Tutors	Track student outcomes for those students on bursary compared to those students who are not in receipt of bursary. This is done through the College SARs.
<p><u>Enrichment Opportunities</u> There is a drive this academic year 2024 -2025 to ensure enrichment opportunities are taken up by all students through making it a compulsory part of a student's timetable. There is a particular focus on those students that are from the protected characteristics and/or at a financial disadvantage.</p>	SLT Enrichment Co-ordinator	Reviewed half termly as the enrichment offer is revised	Annual	All students	Annual SLT