



SALE HIGH SCHOOL



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Equality Duty Policy

Policy reviewed: February 2026

Next review: October 2026

Link Manager: Mr A Rogers, Headteacher

Governor Committee: LGB (Local Governing Board)



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The General Equality Duty requires public authorities to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- Foster good relations between people who share a relevant protected characteristic and those who do not share it

As a school we are also required to follow the specific duties. This means we need to:

- Define one or more equality objectives that support the aims of the general duty to be updated at least every 4 years
- Ensure the objectives are specific and measurable
- Publish the objectives so that they are accessible to the public

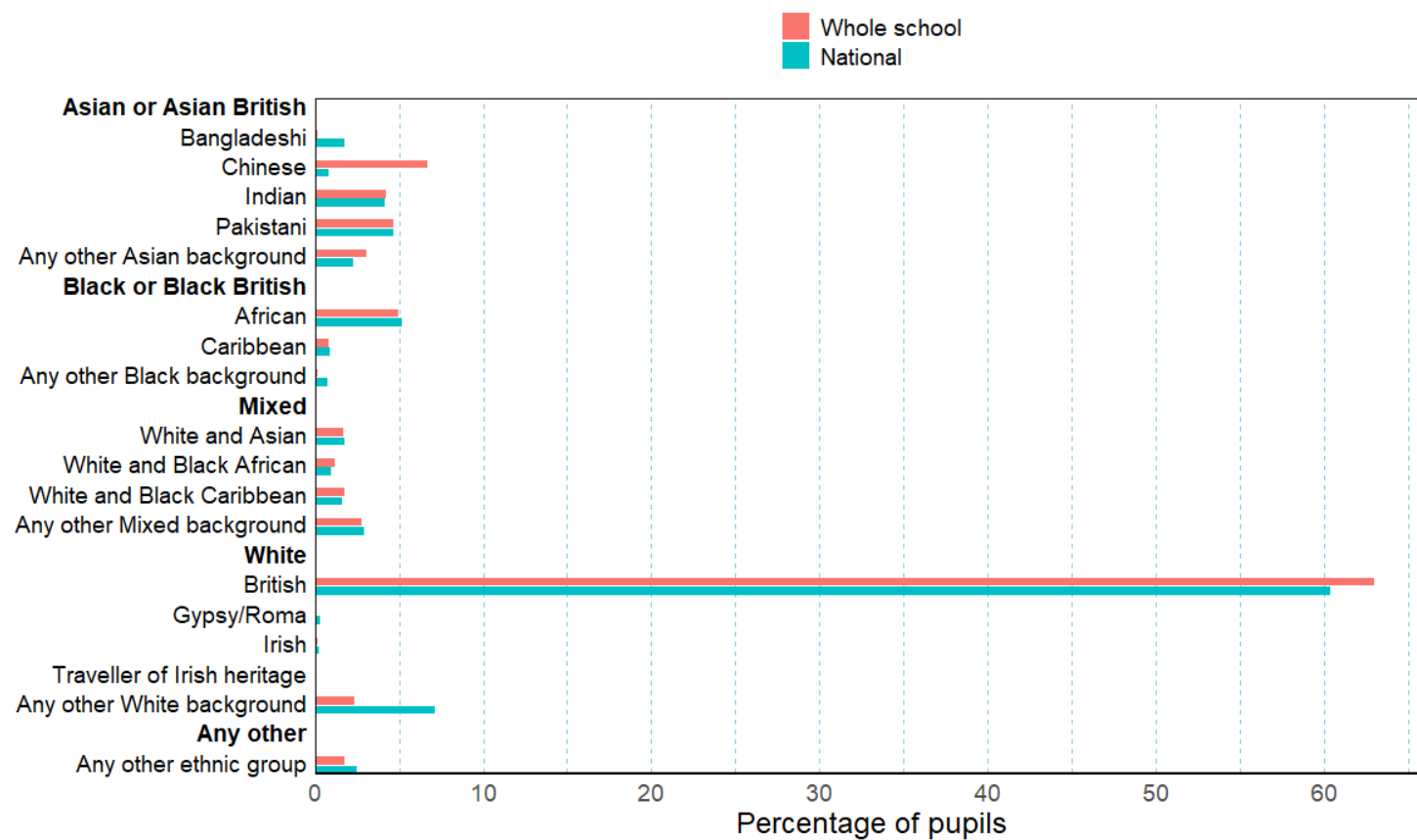
Understanding Our School Community – Setting the context

	2023	2024	2025
School number on roll	Close to average 1017	Close to average 1049	Close to average 1074
School % FSM6	Close to average 28.61	Close to average 26.98	Close to average 24.02
Local area % FSM6	Well below average 6.29	Well below average 5.24	Well below average 5.62
School % SEN support	Close to average 13.27	Close to average 11.63	Below average 10.06
Local area % SEN support	Close to average 12.10	Close to average 10.77	Below average 10.87
School % EHC plan	Above average 4.03	Well above average 4.86	Well above average 5.59
Local area % EHC plan	Close to average 3.07	Close to average 3.22	Close to average 3.15
School % EAL	Close to average 19.10	Close to average 18.30	Close to average 18.40
Local area % EAL	Below average 9.00	Below average 9.80	Close to average 12.10
School % CIN	Close to average 4.42	Close to average 4.19	Close to average 3.17
Local area % CIN	Below average 1.36	Below average 1.29	Well below average 0.79

School % stability	Close to average 89.38	Close to average 90.27	Close to average 90.21
School pupil base deprivation	Close to average	Close to average	Close to average
Local area pupil base deprivation	Well below average	Well below average	Well below average
School location deprivation	Well below average	Well below average	Well below average

*Taken from IDSR February 2026

Student Ethnicity



SEND Summary (As at January 2026 Census)

SEN Provision	Number of pupils
SEN Provision - education, health and care plan (code E)	72
SEN Provision - SEN support (code K)	112
Total number of pupils with SEN (codes E, and K)	184
No special educational needs (code N)	921
Total pupils on roll	1105
Number of SEN Pupils in a mainstream school who are members of a special provision (SEN Unit). * Should be less than or equal to the total number of pupils with SEN (codes E and K)	0
Number of SEN Pupils in a mainstream school who are members of a special provision (resourced provision). * Should be less than or equal to the total number of pupils with SEN (codes E and K)	0

SEND Needs Summary

Code	Description	Primary Need	Secondary Need
SPLD	Specific Learning Difficulty	18	7
MLD	Moderate Learning Difficulty	58	28
SLD	Severe Learning Difficulty	0	1
PMLD	Profound and Multiple Learning Difficulty	0	0
SEMH	Social, emotional and mental health	43	29
SLCN	Speech, Language and Communication Needs	39	21
MSI	Multi-Sensory Impairment	0	0
HI	Hearing Impairment	2	0
VI	Vision Impairment	2	1
PD	Physical Disability	2	0
ASD	Autistic Spectrum Disorder	19	2
DS	Down Syndrome	0	0
NSA	SEN support but no specialist assessment of type of need	0	0
OTH	Other Difficulty / Disability	1	2

Review of Progress Towards Equality Objectives

As a school we aim to drive up standards for all, narrowing gaps between identified groups. We recognise our duty in setting specific, measurable equality objectives.

The three objectives are below, with the data to demonstrate the extent to which they have been achieved so far.

Equality Objective 1

To address the achievement of **girls (particularly in maths and Physics)** and ensure greater consistency across a range of attainment measures.

Why

- Girls' progress, particularly in maths and Physics, is below boys and has historically been the case. The gap has reduced in some measures but further improvements are needed.

How

- Ensure students have the foundations of mathematical concepts that can then lead to challenge with examination preparation and thinking
- Member of the maths and Science leadership teams have taken this area on as a focus
- Dedicated girls maths form in year 11 to build confidence and improve engagement with the subject
- Data conversations and analysis to focus on gender as a cohort to identify underperforming girls.
- Track the performance of gender groups (3 data entry points, tracking meetings, MLL DSEFs, QA Programme) and identify appropriate interventions.
- Staff held to account for performance of girls at maths and Science data meetings.
- Intervention to target girls' achievement in maths and Physics.
- Target STEM opportunities across school particularly for girls.
- Ensure that girls have the opportunity to study further maths and take part in the scholars programme earlier in the school.

Outcomes

- Performance of girls in maths and Physics to improve in line with national rates

The data below shows the progress towards the objective.

Headlines

- Maths
 - Year on year improvement for females
 - Females overtook males for the first time across the majority of measures
- Physics
 - Improvement in average points, residual score and SPI for females
 - Gap reduced in all areas

Maths

Progress 8	2025	2024	2023	2022
Male	NA	-0.03	0.23	0
Female	NA	-0.53	-0.61	-0.7

Av. Attainment	2025	2024	2023	2022
Male	4.73	4.88	5.09	4.75
Female	4.85	4.52	4.51	4.11

Grade 4	2025	2024	2023	2022
Male	64.5%	74.30%	76.30%	73.40%
Female	78.5%	69.50%	70.30%	65.20%

Grade 5	2025	2024	2023	2022
Male	49.1%	58.40%	62.90%	49.50%
Female	54.8%	56.10%	47.50%	41.60%

Grade 7	2025	2024	2023	2022
Male	26.4%	22.80%	22.70%	19.30%
Female	24.7%	18.30%	17.80%	10.10%

24/25

Physics	9 %	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Males	24	66	93	97	100	29	7	6.97	0.53	1.38
Females	17	54	92	96	100	24	7	6.75	0.24	0.36
Gap	-7	-12	-1	-1	0			-0.22	-0.29	-1.02

23/24

Physics	9 %	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Males	16	44	84	92	100	25	6	6.32	0.38	0.63
Females	13	25	67	92	100	24	6	5.5	-0.46	-0.55
Gap	-3	-19	-16	0	0			-0.82	-0.84	-1.08

22/23

Physics	9 %	9 - 7 %	9 - 5 %	9 - 4 %	9 - 1 %	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Males	4	36	80	100	100	25	6	6	-0.07	0.16
Females	3	10	48	81	97	31	5	4.61	-0.92	-1.05
Gap	-1	-26	-32	-19	-3			-1.39	-0.85	-1.21

Equality Objective 2

To close the **disadvantaged** gap across a range of measures, including attainment 8. Improve PP attendance and reduce C3s, Isolations and Suspensions.

Why

- Further work is needed to address the internal gap between PP and Non-PP student achievement. Disadvantaged with SEND and disadvantaged white British are cohorts to particularly focus on.

How

- Utilise the PP strategy to ensure disadvantaged students are being fully supported to achieve.
- Track the performance of disadvantaged students – particularly SEND and WB (3 data entry points, tracking meetings, MLL DSEFs, QA programme) and identify appropriate interventions. SLT will monitor this and hold staff to account through data meetings, learning walks and book checks.
- All additional enrichment, such as Sale Scholars, careers, aspiration raising, extracurricular and rewards to target PP. These students to be a focus group for attendance.
- Middle Leaders will be asked to identify key students that are PP, PP SEND and PP WB during data meetings. Staff will present their strategies and the impact of interventions. Interventions will be quality assured through learning walks.
- Staff training and quality assurance will focus on adaptive teaching strategies to engage disadvantaged students.
- PP discussed in attendance team meetings, with a focus on improvement.
- Identification of key PP students to intervene with regards behavior and engagement with school

Outcomes

- Gap between disadvantaged and non-disadvantaged lessens, including PP SEND and PP WB. Improvement in cohort attendance and reduction in C3s, Isolations and Suspensions.

The data below shows the progress towards the objective.

P8	2024	2023	2022
Non PP	0.13	0.20	0.00
PP	-0.55	-0.48	-0.41
Gap	-0.68	-0.68	-0.41

Av. Attainment	2025	2024	2023
Non PP	5.44	5.38	5.44
PP	3.68	3.91	3.96
Gap	-1.76	-1.47	-1.48

Grade 4 Basics	2025	2024	2023
Non PP	78.7%	78.20%	79.00%
PP	41.9%	51.60%	45.50%
Gap	-37%	-27%	-34%

Grade 5 Basics	2025	2024	2023
Non PP	57.4%	63.90%	58.00%
PP	21.0%	26.60%	32.70%
Gap	-36%	-37%	-25%

Grade 7 Basics	2025	2024	2023
Non PP	23.4%	15.10%	14.00%
PP	3.2%	6.30%	3.60%
Gap	-20%	-9%	-10%

English	2025	2024	2023
4+ Non PP	86.5	86.6	88.1
4+ PP	58.1	64.1	58.2
5+ Non PP	69.5	71.4	76.9
5+ PP	41.9	45.3	50.9

7+ Non PP	32.6	26.9	31.5
7+ PP	12.9	14.1	10.9

Maths	2025	2024	2023
4+ Non PP	81.6	82.4	81.8
4+ PP	46.8	53.1	50.9
5+ Non PP	63.1	71.4	62.9
5+ PP	25.8	31.3	34.5
7+ Non PP	34.0	26.1	23.8
7+ PP	6.5	10.9	10.9

PP:	Academic Year	Susp.	Rs.	Rs. PW	C2	C2 PW	C3	C3 PW	C2/C3	C2/C3 PW
☐	2024/2025	20	191	9	3904	163	3237	85	7141	248
	No	16	112	7	2592	105	2273	56	4865	161
	Yes	4	79	2	1312	58	964	29	2276	87
☐	2025/2026	8	120	8	3112	131	44	0	3156	131
	No	3	71	4	1906	93	22	0	1928	93
	Yes	5	49	4	1206	38	22	0	1228	38
	Total	28	311	17	7016	294	3281	85	10297	379

Suspension Data for 24/25

- Overall suspension rates were below national and regional figures for 2022/23.
- 2023/24 rates were below the national and regional rates for the previous year.
 - SHS 22/23 - 13.08%. One or more - 6.39%
 - SHS 23/24 - 16.65%. One or more – 6.47%
 - SHS 24/25 - 2.5%. One or more – 2.05%
 - National 23/24 - 22.61%. One or more – 7.83%
 - North West 23/24 - 23.87%. One or more 8.47%
 - Trafford 23/24 - 7.71% one or more 3.97%
- FSM
 - SHS 22/23 - 27.59%. One or more – 12.41%.

- SHS 23/24 - 36.17%. One or more – 11.7%
- SHS 24/25 - 6.8%. One or more 5.2%
- National 22/23 - 45.6%. One or more – 14.8%

Attendance Data for 24/25

- Whole school absence
 - SHS 2022/23 - 7.40%
 - SHS 2023/24 - 7.99%
 - SHS 2024-25 – 6.54%
- FSM (Ever 6) absence
 - Latest FSM national average in state secondary schools - 23/24 - 13.35%
 - SHS FSM 2022/23 - 12.79%
 - SHS FSM 2023/24 - 14.28%
 - SHS FSM 2024/25 - 11.76%
- FSM (Ever 6) Persistent Absence
 - Latest FSM national average in state secondary schools - 23/24 - 39.76%
 - SHS FSM 2022/23 - 42.38%
 - SHS FSM 2023/24 - 40.96%
 - SHS FSM 2024-25 – 35.97%

Equality Objective 3

Students with SEND to achieve in line with non-SEND students across a range of measures including Attainment 8. Improve SEND attendance and reduce C3s, Isolations and Suspensions.

Why

- Students with EHCPs achieve relatively well in comparison with non-SEN students. SEND support still remains a concern, with a gap between those students and non-SEN in progress and attendance. Primary needs include social, emotional, and mental health.

How

- Regularly revisit adaptive teaching strategies during staff training and how to best utilise the support of LSAs - ensuring all staff are trained in effective approaches.
- QA will monitor impact and quality of provision, particularly for SEND through SEND focused learning walks and book checks with clear actions for improvement. Good practice highlighted and shared with whole staff.
- Internal and external review of the SEND structures to ensure impact from each area is able to be measured.
- Utilisation of key staff to work with students with additional needs that are struggling to manage their behavior and engage with learning.
- Social, emotional and mental health issues being addressed through additional ELSA support, extra pastoral staff and school counsellors.
- SEND K discussed in attendance team meetings, with a focus on improvement.

Outcomes

- Attainment and attendance of students with SEND improves in line with non-SEND. Students with SEND are happy in school and C3s, Isolations and Suspensions reduce.

SEN:	Academic Year	Susp.	Rs.	Rs. PW	C2	C2 PW	C3	C3 PW	C2/C3	C2/C3 PV
☐	2024/2025	6	63	3	1214	51	1106	25	2320	7
	E	0	13	1	339	14	257	8	596	2
	K	6	50	2	875	37	849	17	1724	5
☐	2025/2026	4	46	3	1047	53	19	0	1066	5
	E	3	10	0	386	23	8	0	394	2
	K	1	36	3	661	30	11	0	672	3
	Total	10	109	6	2261	104	1125	25	3386	12

Suspension Data for 24/25

- Suspension rates for students with SEND and for students receiving FSM remained below the national rates. For the percentage of students receiving one or more suspensions, we remained below the national rates in all measures for SEND and FSM.
- SEND
 - SEND K
 - SHS 22/23 - 29.63%. One or more – 13.33%
 - SHS 23/24 - 40.98%. One or more – 13.93%
 - SHS 24/25 8.3%. One or more 6.48%
 - National 22/23 - 47.8%. One or more – 15.2%
 - EHCP
 - SHS 22/23 - 21.95%. One or more – 12.2%
 - SHS 23/24 - 50.98%. One or more – 11.76%
 - SHS 24/25 - 0%
 - National 22/23 - 47.2%. One or more – 15.8%
- SEND absence is lower than the national average
- EHCP Absence
 - Latest EHCP national average in state secondary schools - 23/24 - 15.46%
 - SHS EHCP 2022/23 - 8.71%
 - SHS EHCP 2023/24 - 13.31%
 - SHS EHCP 2024/25 - 11.36%
- EHCP Persistent Absence
 - Latest EHCP national average in state secondary schools - 23/24 - 38.66%
 - SHS EHCP 2022/23 - 34.15%
 - SHS EHCP 2023/24 - 39.22%
 - SHS EHCP 2024/25 - 34.15%
- SEND Support (K) Absence
 - Latest SEND K national average in state secondary schools - 23/24 - 13.29%
 - SHS SEND K 2022/23 - 11.47%
 - SHS SEND K 2023/24 - 13.45%
 - SHS SEND K 2024/25 - 10.39%
- SEND Support (K) Persistent Absence
 - Latest SEND K national average in state secondary schools - 23/24 - 36.73%
 - SHS SEND K 2022/23 - 33.33%

- SHS SEND K 2023/24 - 37.70%
- SHS SEND K 2024/25 - 26.13%

Attainment 8 Data by SEN Cohort – (Amount of students in brackets)

Year	SEN E KS2	SEN E	SEN K KS2	SEN K	No SEND KS2	No SEND
2025		23.75		32.58		52.54
2024	94 (5)	27.80	99 (25)	32.29	106.5 (153)	52.06
2023	92 (5)	36.60	96 (19)	29.18	107 (174)	53.01
2022	87 (7)	34.04	96 (26)	26.03	104.5 (165)	51.41
2019	4.75 (2)	15.00	4.25 (18)	34.39	4.98 (98)	50.60
2018	3.05 (2)	23.00	3.91 (19)	27.92	4.86 (97)	52.48