

Sacred Heart RC Primary School
Equality Action Plan 2025 – 2029



With Christ as our guide,
we inspire and thrive.

School Context:

Wigan Primary Profile V2
September 2025

KEY	
ASD	Autistic spectrum disorder
DS	Down Syndrome
HI	Hearing impairment
MLD	Moderate learning difficulty
MSI	Multi-sensory impairment
NSA	SEN support but no specialist assessment of type of need
OTH	Other difficulty / disorder
PD	Physical disability
PMLD	Profound & multiple learning difficulty
SEMH	Social, emotional and mental health
SLCN	Speech, language and communication needs
SLD	Severe learning difficulty
SPLD	Specific learning difficulty
VI	Visual impairment

Special Educational Needs / Disabilities:

Percentage of SEND pupils has risen from 9% in 2019 to 17 % in 2025 (increase further based on Reception cohort joining school in September 2025. (Local Authority was 17% in 2019 and is now 21% in 2025)

Percentage Pupils by Primary SEN Need Type (shown as a percentage of SEN pupils)														
	ASD	DS	HI	MLD	MSI	NSA	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI
% School	3	0	0	40	0	7	3	0	0	7	23	0	17	0
% LA	11	0	2	17	0	4	2	2	0	21	32	2	5	1

Free School Meals:

Percentage of pupils eligible for Free School Meals has increased from 13% in 2019 to 42% in 2025. School has moved from being broadly in line with national and local authority to being significantly above both national and local authority.

Percentage of pupils eligible for Free School Meals (shown as a percentage of whole school)							
	2019	2020	2021	2022	2023	2024	2025
% School	13	17	30	31	32	38	42
% LA	18	21	25	27	28	29	30
% National	16	18	22	23	24	24	25

Pupils with SEND and who are eligible for Free School Meals:

Percentage Pupils eligible for Free School Meals by SEN Category							
	2019	2020	2021	2022	2023	2024	2025
SEN Support	36	40	28	40	36	50	41
ECHP	60	60	75	63	56	56	75
No SEN	10	13	28	29	30	36	40

Percentage of Pupils eligible for Free School Meals by SEN							
	2019	2020	2021	2022	2023	2024	2025
% School	 44	 45	 42	 48	 42	 52	 50
% LA	 33	 38	 43	 46	 47	 46	 47
% National	 28	 31	 36	 38	 39	 39	 40

Pupils with English as an Additional Language:

Percentage of pupils identified as EAL (shown as percentage of whole school)							
	2019	2020	2021	2022	2023	2024	2025
% School	 7	 6	 8	 7	 8	 10	 18
% LA	 6	 7	 7	 8	 9	 11	 13
% National	 21	 21	 21	 21	 22	 23	 23

Percentage of pupils identified as Other than White British (shown as percentage of whole school)							
	2019	2020	2021	2022	2023	2024	2025
% School	 10	 11	 14	 15	 22	 29	 35
% LA	 10	 10	 11	 13	 15	 17	 19
% National	 34	 34	 35	 35	 36	 37	 38

Objective	Actions	Intended Outcome	Evaluation
Foster a Culture of Respect and Belonging	- Promote positive attitudes and relationships among pupils and staff. - Implement regular assemblies and workshops focused on equality, anti-bullying, and respect. - Celebrate cultural and religious events to enhance understanding and cohesion. - Embed equality themes into PSHE, RE, and literacy lessons. - Deliver annual CPD on equality, unconscious bias, and inclusive practices. - Invite speakers to enrich understanding of different cultures and identities.	Pupils, staff, and families at Sacred Heart RC Primary School will feel valued, respected, and included, regardless of their background or identity. The school environment will reflect a strong ethos of mutual respect, where diversity is celebrated and discriminatory behaviour is consistently challenged. Pupils will demonstrate empathy, understanding, and positive relationships across all groups, contributing to a cohesive and supportive school community.	
Promote Inclusive Curriculum and Teaching The protected characteristics are defined under the Equality Act 2010 in the UK. These are the specific attributes that are legally protected from discrimination. There are nine protected characteristics: Age	- Ensure all curriculum areas reflect diversity in race, gender, disability, religion, and family structures. - Embed the Nine Protected Characteristics into PSHE, RE, RSE, and cross-curricular themes. Create a new PSHE programme, inc. assemblies for Autumn 2025. - Provide staff training on inclusive teaching strategies and unconscious bias.	All pupils at Sacred Heart RC Primary School will experience a curriculum that reflects and respects the diversity of society. Pupils can articulate understanding of equality and diversity through classroom discussions and work. Teaching and learning will actively promote equality, challenge stereotypes,	

2. Disability 3. Gender reassignment 4. Marriage and civil partnership 5. Pregnancy and maternity 6. Race (including colour, nationality, ethnic or national origins) 7. Religion or belief 8. Sex 9. Sexual orientation 10. These characteristics must be considered in all aspects of school life, including curriculum planning, staff policies, pupil support, and community engagement.	4. Improved engagement and attainment among pupils from underrepresented or disadvantaged groups.	and foster understanding of different cultures, identities, and experiences. Staff will be equipped to deliver inclusive lessons that support the development of respectful, informed, and empathetic learners.	
Improve Accessibility and Support for All Learners	1. Identify and remove physical, digital, and curricular barriers. 2. Ensure reasonable adjustments are made for pupils with disabilities. 3. Strengthen support systems for pupils with EAL (English as an Additional Language), SEND, and other needs. 4. Review and update SEND support plans regularly.	All pupils at Sacred Heart RC Primary School, regardless of ability, language, or background, will have equitable access to learning and school life. Barriers to participation and achievement will be identified and removed through proactive support, inclusive practices, and reasonable adjustments. Staff will be confident in meeting diverse needs, and pupils will feel empowered,	

	5. Ensure all staff are trained in differentiated instruction and inclusive classroom strategies. 6. Ensure timely and appropriate adjustments are made for pupils with medical, physical, or learning needs. 7. Maintain clear documentation and communication with families regarding adjustments. 8. Invest in assistive technologies (e.g. speech-to-text tools, reading pens) to support learners with specific needs. 9. Ensure digital learning platforms are accessible to all pupils. 10. Provide targeted interventions and resources for pupils with English as an Additional Language. 11. Use visual aids, bilingual materials, and peer support systems to aid learning.	supported, and included in their educational journey.	
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Ensure effective use of Pupil Premium, closely monitoring its impact on disadvantaged pupils.	1. PP Strategy completed to identify what support is needed to improve academic progress for eligible pupils. 2. Overview to show what key elements may present a difficulty (e.g. attendance/ attitude to learning/ numeracy or literacy skills) What actions have been taken to address this and what impact this has had? 3. Regular attendance monitoring for PP children- communication with parents via phone calls, letters, discussions and Early Helps set up if needed. 4. SENDCo to work with PP lead and class teachers to identify interventions and support programmes for each child. 5. Disadvantaged pupils to be a feature of termly pupil progress meetings. 6. M&E of ALL PP children's books to be undertaken regularly. 7. Focus on identified children in Y5 and Y6. 8. Ensure PP children have engaged with a wide range of curriculum and extra-curricular opportunities by keeping records of children who have attended.	Disadvantaged pupils at Sacred Heart RC Primary School will receive targeted support through the effective use of Pupil Premium funding, leading to improved academic progress, attendance, and wellbeing. The impact of interventions will be closely monitored and evaluated to ensure that funding is used strategically and equitably, narrowing attainment gaps and enabling all pupils to thrive.	
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Promote a fair, inclusive, and supportive working environment where all staff feel valued, respected, and empowered to thrive, regardless of their background, identity, or role.	1. Audit and revise HR policies (e.g. recruitment, promotion, flexible working, parental leave) to ensure they are inclusive and aligned with the Equality Act 2010. 2. Deliver annual CPD sessions on equality, unconscious bias, inclusive leadership, and mental health awareness. 3. Ensure all staff have equal access to professional development opportunities. 4. Use inclusive language in job adverts and ensure diverse representation on interview panels. 5. Establish a staff equality and wellbeing forum to gather feedback and promote inclusive initiatives. 6. Conduct regular anonymous staff surveys to assess perceptions of inclusion and fairness. 7. Promote a culture of openness and psychological safety where staff feel comfortable raising concerns.	Staff will experience equitable opportunities for professional development, leadership, and wellbeing. Discrimination, bias, and inequality will be actively challenged through policy, practice, and culture. The school will foster a diverse workforce that reflects the community it serves and models inclusive values for pupils.	
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