

Local Procedure Title	Equal Opportunities and English as an Additional Language
Site	
ECS Policy number and title	ACS 26
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Local Procedure Author(s)	Sherri Langrish
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<p>Equality and diversity statement</p> <p>Aspris is committed to the fair treatment of all in line with the Equality Act 2010.</p>
<p>1. Introduction</p> <p>All children and young people, including those with English as an additional language, have equal opportunities to achieve and access the curriculum, facilities and support and guidance available.</p> <p>No individual or group should receive less favourable treatment due to disability, gender, gender reassignment, sexual orientation, age, colour, ethnic origin, culture and religious beliefs.</p> <p>At Clay Hill and Home Farm, we will never unlawfully discriminate in respect of:</p> <ul style="list-style-type: none"> A) admissions B) provision of care and education services C) exclusions.
<p>2. Responsibilities</p> <p>The Headteacher must ensure that the environment and resources reflect the diversity of the children and young people and potential of every individual.</p> <p>The Headteacher will ensure that there is no unlawful discrimination, that equality of opportunity is promoted and that the site encourages positive relationships between all site stakeholders and the local community.</p> <p>The Headteacher must ensure that colleagues fully understand and apply the principles of equal opportunities and diversity.</p> <p>All colleagues are responsible for ensuring that they respect the diversity amongst their children and young people, colleagues and visitors and recognise the contribution that individuals with a wide range of backgrounds and experience can bring and share within each school community.</p> <p>In schools and colleges, a three-year accessibility plan is maintained to ensure all reasonable adjustments have been made to the building, resources and the curriculum to meet individual needs and enable equal access to their education provision.</p>
<p>3. Training</p> <p>The Headteacher is responsible for ensuring that colleagues complete the mandatory equal opportunities and diversity training module.</p>

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4. Legislative Compliance

The headteacher must ensure that children and young people, through both formal and informal learning will be educated to understand others differences and to know that any form of unlawful discrimination is unacceptable.

The headteacher must ensure that an incident of unlawful discrimination, alleged discrimination, or bullying based on differences in characteristics is promptly reported and investigated, with key learnings from any such incident being shared to minimise future re occurrence.

Where, in exceptional circumstances, lawful discrimination is considered an approach, the Headteacher will always consult with their senior managers and all Operations Director before taking any such action.

5. English as an Additional Language

School will ensure that children and young people who use English as an additional language will ensure that provision to enable the child or young person to communicate with their peers, colleagues and families effectively.

We will work with families for whom English is not the first language and who cannot communicate in this language will seek to ensure that all relevant information is available to them in assessable format.

Children and young people who use English as an additional language are provided with specialist teaching programmes to enable them to gain the skills and knowledge to communicate in English, both verbally and in writing, or in any other form of communication which they use [E.g. Makaton, PECS], such that their learning and socialising is not inhibited by language differences.

When children and young people use a language other than English as their first language, they will be supported and encouraged to achieve to their highest potential in this language also, through being able to access all relevant academic qualifications.

At Clay Hill and at Home Farm, we will ensure that all children and young people have individual plans to support their education, including, when necessary, plans to enable them to learn effectively across the entire curriculum regardless of their first and additional languages. Individual specialist language acquisition lessons are provided as appropriate.

6. Monitoring

The Headteacher will include the monitoring of equality and diversity within routine site monitoring as that outlined in the Governance policy ACS16.

7. References

Care Standards Act 2000,
Children Act 2004,
Equality Act 2010,
Education and Inspections Act 2006
Children's Homes Regulations 2015,
DfE (2022) Residential Special Schools: National Minimum Standards
Scottish Government (2018) Health and Social Care Standards: My support, my life
Welsh Assembly (2002) National Minimum Standards for Children's Homes
The Education (Independent School Standards) (England) Regulations 2014
DfE (Current Version) Keeping Children Safe in Education
Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations 2017:
Welsh Statutory Instrument No. 1264 (W.295)
Children and Young people Scotland Act 2014

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Children and Families Act 2014 The Children and Social Work Act 2017 Keeping Children Safe in Education 2022

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions