



Rugeley School

Equality of Opportunity, including English as an Additional Language Local Procedures

Adopted: June 2015

Reviewed: September 2025

Next Review: September 2026

(Company name change Sept 2021)

Equal opportunities lie at the heart of all that we do at Rugeley. We are committed to ensuring that every member of the school community, whatever their disability, gender, sexual orientation, age, colour, ethnic origin, culture or religious belief is given the same chance as any other to access the services and support of our school.

Procedure for	Equality of Opportunity, including English as an Additional Language Local Procedure		
Associated Aspris Children's Services	Equality of Opportunity, including English as an Additional Language	Number	ACS:26
Setting Rugeley School	L Price Head Teacher	Signature	
Quality Assured by :	A. Armstrong Regional Director	Signature	
Issue date	09/2025	Review date	09/2026

Abstract

Rugeley School offers all students a highly bespoke curriculum that encourages them to develop their individuality, confidence, self-esteem and independence. Through effective teaching and adapted learning our highly trained staff team equips all students to gain knowledge, understanding and skills for life. The school mission statement states:

'Making every second count!'

'Through a personalised curriculum delivered in a structured learning environment underpinned by physical exercise and a multisensory approach Rugeley School respects young people with autism and prepares them to be as happy and independent as possible.'

Students who enter the school in KS1 will follow an EYFS style curriculum approach working towards targets which support their level of ability this may be the early learning goals or key stage standards. Throughout KS2 to KS5 Rugeley School students will follow one of two curriculum pathways sensory or progressive. This is determined based on their individual needs, peer group and cognitive ability. Class groups consist of a maximum of six students, that have a range of ability. Students participate in a meaningful curriculum, with high expectations, where they are challenged to make at least good progress, through stimulating and dynamic lessons. Student self-regulation is embedded throughout the curriculum alongside a fully integrated model of therapeutic support.

Aims

- To ensure that the curriculum is inclusive, informed, structured and builds upon prior learning, meeting the changing needs of all our students.
- To enable students to overcome barriers to learning through self-regulation, support strategies and a personalised curriculum.

- To recognise the individual needs and talents of each student to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities, underpinned by a respect for British values. To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination whenever it is found in line with the Equality Act 2010. For further information please see appendix point 1.
- To foster an environment that values the voice and views of all our students, parents and carers, staff and other professionals involved with the school.

Context

This local procedure is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'protected characteristics' the protected characteristics in respect of the young people, staff, parents & carers, visitors, placement students are:

- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race
- Sex
- Sexual orientation
- Age
- Cultural and religious beliefs

Equality of opportunity at Rugeley School means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community; pupils, staff, governors, parents and carers and community members.

The school applies the following principles:

- Commitment to equality of opportunity for all.
- Recognition that every young person should be equipped with the knowledge and skills they need to participate in a diverse society and world.
- To meet the diverse needs of our young people.
- To ensure that an inclusive ethos is established and maintained.
- To respect and value linguistic, cultural and religious diversity in the community.
- To ensure that equality is an integral part of planning and decision making within the school.

Leadership, Management and Governance

- All Rugeley school policies reflect our commitment to equal opportunities.
- The Governors and Senior Leadership Team set a clear ethos, which reflects commitment to equality for all members of our school community.
- Rugeley School promotes positive and proactive approaches to valuing and respecting diversity.
- Our Senior Leadership team work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.

- The teaching and curriculum development are monitored to ensure high expectations of pupils and appropriate breadth of content in relation to school and the wider community.
- At Rugeley School, 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 our education provision.

Staffing: Safer Recruitment - See Aspris Children's Services policy

Rugeley School is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents and carers of the school. The Senior Leadership Team will operate at all times within the requirements of anti-discrimination legislation and will promote equality positively in its school requirements.

Grievance Procedure - See Aspris Children's Services policy

Rugeley School is committed to promoting effective working relationships and an environment in which employees feel able to raise work-related issues with their line managers.

English as an Additional Language

Rugeley School will work with young people who use English as an additional language to ensure that there are provisions in place to enable the young person to communicate effectively with both their peers, colleagues, and families. Teachers have access to Widgit Online, which supports dual language symbols enabling staff to create communication systems and supports. In some cases these are shared with parents to support communication at home.

Rugeley School will work with families for whom English is not a first language, and who are unable to communicate in this language and will seek to ensure that all relevant information is made available to them in an accessible format. Rugeley School has access to the language line which can be used to translate documents and support with telephone or in person conversations in various languages.

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 (eg. Makaton, PECS), such that their learning and socialising is not inhibited by language differences.

Rugeley School will ensure that all children have individual plans to support their education, including where necessary, plans to enable them to learn effectively across the full curriculum regardless of their first and additional languages. Individual specialist language acquisition lessons are provided as appropriate.

Responsibilities:

- The Governing Body and Head Teacher will ensure that Rugeley School complies with all relevant equalities legislation.
- The Governing Body and Head Teacher will ensure that then policy and local procedure and strategies are implemented.
- The Head Teacher will ensure that all staff are aware of their responsibilities under the Local Procedure and Policy document.

Monitoring and review:

It will be the responsibility of the Leadership Team to ensure the policy and local procedure is monitored and reviewed to ensure the promotion of diversity across all settings. These documents will be given to all staff and the Leadership team will ensure that they are known and understood by the staff. They will be available to potential applicants for vacant positions within school. We recognise that feedback from parents and carers will be crucial to this process.

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.