

POLICY TITLE:	Equal Opportunities & English as an additional language	
Policy Number:	ACS 26	
Applies to:	All Homes/ Schools/ Colleges (England and Scotland)	
Version Number:	06	
Date of Issue:	21/05/2026	
Date of Review:	31/05/2027	
Author:	Rebecca Thirkell – Head of SEND	
Ratified by:	Michael Lucas – Head of Quality (Education)	
Responsible signatory:	Katie Dorrian - Director of Governance and Quality	
Outcome:	This policy aims to ensure: <ul style="list-style-type: none">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	
Cross Reference:	AOP08.3 Adult Support and Protection (Scotland) AHR04.1 Equality, Diversity and Inclusion AOP06 Safeguarding Children in Education AOP06A Safeguarding Children in Residential Care AOP06B Safeguarding Children in Education Wales AOP06.1 Child Protection (Scotland) AOP08 Safeguarding Adults AOP08A Safeguarding Adults – Wales	ACS 16 Governance & Monitoring Education/ Care ACS 21 Privacy and Dignity ACS 27 Accessibility Planning ACS 27A Accessibility Planning – Wales ACS 30 Assessment for Learning ACS 30A Assessment for Learning -Wales ACS 31 Curriculum ACS 31A Curriculum - Wales ACS 32 Teaching and Learning ACS33 Special Educational Needs and Disability ACS33A Additional Learning Needs AHR04.3 Grievance AOP21 Whistleblowing

EQUALITY AND DIVERSITY STATEMENT

Aspris is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email AsprisGovernanceHelpdesk@Aspris.com

Equal Opportunities & English as an additional language

1 INTRODUCTION

- 1.1 To effectively implement this policy, each Aspris Children's Service facility will have local procedures in place, explaining how this policy is applied and implemented at home/ school/ college level.
- 1.2 Individual needs, including those relating to equality, diversity, and inclusion will be detailed withing Personal Care Plans, Individual Learning Plans and EHCPs.
- 1.3 This policy should be read alongside related Aspris Policies listed on the preceding page.

2 AIMS

- 2.1 All children and young people, including those with English as an additional language, have equal opportunities to:
 - access care, education and wider provision
 - achieve their full potential regardless of background or need
 - Experience an environment that promotes inclusion, respect and diversity.
- 2.2 No individual or group should receive less favourable treatment on the basis of protected characteristics:
 - a. Age
 - b. Disability
 - c. Gender
 - d. Gender Reassignment
 - e. Marriage and Civil Partnerships
 - f. Pregnancy and Maternity
 - g. Race (including colour, ethnicity and heritage)
 - h. Religion or Belief
 - i. Sex
 - j. Sexual orientation
- 2.3 Homes/ schools/ colleges will never unlawfully discriminate in respect of:
 - (a) admissions
 - (b) provision of care and education
 - (c) exclusions.
- 2.4 Homes/ schools/ colleges will ensure the child's culture and religion is respected and promoted in activities

3 RESPONSIBILITIES

- 3.1 The Registered Manager/Head Teacher/Principal must ensure that the environment and resources reflect the diversity of the children and young people at the home/ school/ college and the value and potential of every individual.
- 3.2 The Registered Manager/Head Teacher/will ensure that there is no unlawful discrimination, that equality of opportunity is promoted, and that the home/ school/ college actively encourages positive relationships between all home/ school/ college stakeholders and the local community. This will include engagement with families, external professionals and community groups to promote inclusion and collaboration.
- 3.3 The Registered Manager/Head Teacher/Principal must ensure that colleagues fully understand and apply the principles of equal opportunities and diversity. This includes providing regular training, guidance, and supervision to embed inclusive practice.

- 3.4 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 a community. Colleagues will also challenge discriminatory behaviour or language and report any concerns in line with Aspris procedures.
- 3.5 Colleagues who have concerns relating to equality, discrimination or unfair treatment must raise this in line with Aspris procedures. This will include reporting to their line manager or following formal processes detailed in policies such as the Grievance or Whistleblowing Policies, as outlined in the colleague handbook. All concerns will be responded to promptly and managed in a confidential and supportive manner, with appropriate escalation where required.
- 3.6 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 (See ACS 27: Accessibility Planning)

4 TRAINING

- 4.1 Registered Managers/Head Teachers/Principals are responsible for ensuring that colleagues complete the mandatory equal opportunities and diversity training module. Training will be refreshed regularly and supplemented with additional learning on inclusive practice and cultural awareness.

5 LEGISLATIVE COMPLIANCE

- 5.1 The Registered Manager/Head Teacher/Principal 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.
- 5.2 The Registered Manager/Head Teacher/Principal 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 recurrence. Incidents will be recorded, monitored and analysed to identify patterns and inform preventative strategies.
- 5.3 Where, in exceptional circumstances, Lawful Discrimination is considered an approach, Registered Managers/Head Teachers/Principals will always consult with their Regional Director before taking any such action.

6. ENGLISH AS AN ADDITIONAL LANGUAGE

- 6.1 Homes/ schools/ colleges that work with children and young people who use English as an additional language will ensure that there are provisions to enable the child or young person to communicate with their peers, colleagues, and families effectively.
- 6.2 Homes/ schools/ colleges that 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 an accessible format.
- 6.3 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. Communication may take different forms, including spoken and written word Makaton, PECS, facial expression, vocal sounds, body language. Such teaching approaches will ensure that o that neither education nor development of social interaction are inhibited by language differences.
- 6.4 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.

- 6.5 **Schools and Colleges:** Schools and colleges will ensure that all children and young people have individual plans to support their education, including, where 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.

7 MONITORING

- 7.1 Registered Manager/Head Teacher/Principal will include the monitoring of equality and diversity within routine home/ school/ college monitoring, as outlined in the ACS16 Education Governance & Monitoring policy. Monitoring will include analysis of behaviour, exclusions, attainment, safeguarding and discrimination incidents across different groups, and will inform development planning.

8 REFERENCES

- 8.1 Care Standards Act 2000,
Children Act 2004,
Equality Act 2010,
Education and Skills Act 2008
Children's Homes Regulations 2015,
DfE (Current Version) Residential Special Schools: National Minimum Standards
Scottish Government (2018) Health and Social Care Standards: My support, my life
Education Scotland
The Education (Independent School Standards) (England) Regulations 2014
DfE Keeping Children Safe in Education (latest edition, updated annually)
Children and Young people Scotland Act 2014
Children and Families Act 2014
The Children and Social Work Act 2017
SEND Code Of Practice: 0-25 (2015)
Working together to Safeguard Children (2023)