

<b>POLICY TITLE:</b>	<b>Equal Opportunities &amp; English as an additional language</b>
<b>Policy Number:</b>	ACS 26
<b>Applies to:</b>	All services (England and Scotland)
<b>Version Number:</b>	05
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<b>Ratified by:</b>	Michael Lucas – Head of Quality (Education)
<b>Responsible signatory:</b>	Katie Dorrian - Director of Governance and Risk
<b>Outcome:</b>	<p>This policy aims to ensure:</p> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>Cross Reference:</b>	<p>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 &amp; 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</p>

## 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](mailto: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 put into practice at the service level.
- 1.2 In relation to this policy, individual needs are outlined in the personal care and education plans.
- 1.3 Where applicable, this policy should be used with the related 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 achieve and access the curriculum, facilities and support and guidance available
- 2.2 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 (protected characteristics).
- 2.3 Services will never unlawfully discriminate in respect of:
  - (a) admissions
  - (b) provision of care and education services
  - (c) exclusions.

## 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 service 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 service actively encourages positive relationships between all service stakeholders and the local community.
- 3.3 The Registered Manager/Head Teacher/Principal must ensure that colleagues fully understand and apply the principles of equal opportunities and diversity.
- 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
- 3.5 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.

## 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.
- 5.3 Where, in exceptional circumstances, Lawful Discrimination is considered an approach, Registered Managers/Head Teachers/Principals will always consult with their Senior Managers, and/or Regional Director before taking any such action.

## **6. ENGLISH AS AN ADDITIONAL LANGUAGE**

- 6.1 Services 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 Services 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, 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.
- 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 service monitoring, as outlined in the ACS16 Education Governance & Monitoring policy.

## **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 (Current Version) Keeping Children Safe in Education  
Children and Young people Scotland Act 2014  
Children and Families Act 2014  
The Children and Social Work Act 2017