

POLICY TITLE:	Equal Opportunities & English as an additional language – Wales
Policy Number:	ACS 26A
Applies to:	All Welsh Services
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Author:	Sam Dalton – Quality Improvement Lead
Ratified by:	Michael Lucas – Head of Quality (Education)
Responsible signatory:	Katie Dorrian- Director of Governance and Risk
Outcome:	This policy aims to ensure: 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:	AHR04.1 Equality, Diversity and Inclusion AOP06 Safeguarding Children in Education AOP06B Safeguarding Children in Education - Wales AOP06A Safeguarding Children in Residential Care AOP08A Safeguarding Adults - Wales ACS 31 Curriculum ACS 31A Curriculum-Wales ACS 30 Assessment for Learning ACS 30A Assessment for Learning-Wales ACS 32 Teaching and Learning ACS33 Special Educational Needs and Disability ACS33A Additional Learning Needs ACS 16 Governance & Monitoring Education/ Care ACS 21 Privacy and Dignity ACS 27 Accessibility Planning ACS 27A Accessibility Planning- Wales

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 - Wales

1 INTRODUCTION

- 1.1 To effectively implement this policy, each Aspris Children's Service facility will have local procedures, 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 At Aspris schools and colleges discrimination for whatever reason is unlawful and unacceptable
- 2.2 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
- 2.3 Aspris respects the 'Active Offer' in Wales. This means wherever possible providing a service in Welsh without someone having to ask for it and ensuring where possible, the Welsh language is as visible as the English language
- 2.4 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).
- 2.5 Services will never unlawfully discriminate in respect of:
 - (a) admissions
 - (b) provision of care and education services
 - (c) exclusions.
- 2.6 Services 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 service and the value and potential of every individual.
- 3.2 The Registered Manager/Head Teacher/Principal 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 each school 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 ACS27A: Accessibility Planning / Wales)

- 3.6 Services will identify in prospectuses and Statements of Purpose where the Welsh language is spoken by colleagues of the colleague team and will ensure the service and colleague team are proactive in delivering the 'Active Offer' where possible.

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, service managers 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. Wherever possible all services will endeavour to provide a service in Welsh without someone having to ask for it and where possible, the Welsh language is to be as visible as the English language
- 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/ Care Governance & Monitoring policies.

8 REFERENCES

- 8.1 Children Act 2004,
Equality Act 2010
The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
Education Act 2002
Curriculum and Assessment (Wales) Act 2021
Education and Inspections Act 2006
Children's Homes Regulations 2015,
Welsh Assembly (2002) National Minimum Standards for Children's Homes
Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations
2017: Welsh Statutory Instrument No. 1264 (W.295)
Education (Wales) Act 2014
Welsh Government (2014) Safeguarding Children in Education
Children and Families Act 2014
Social Services and Well-Being (Wales) Act 2014
Welsh Government (latest version) Keeping Learners Safe