



Rugeley School

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

Adopted: June 2015

Reviewed: January 2021

Next Review: January 2023

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.

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| Procedure for | Equality of Opportunity, including English as an Additional Language Local Procedure | | |
| Associated Priory policy | Equality of Opportunity, including English as an Additional Language | Number | ECS 26 V02 |
| Setting Rugeley School | L Price Head Teacher | Signature | |
| Quality Assured by : | K Bridon Operations Director | Signature | |
| Issue date | 01/2021 | Review date | 01/2023 |

1. Rationale

Rugeley School believes in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for all students. Through effective teaching we aspire to equip our young people with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives. Our mission statement aspires:

‘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’

Rugeley School aims to provide a caring, supportive and stimulating environment where high quality teaching leads to excellent outcomes for all our young people. Teachers at Rugeley School are expected to conform to the standards set within national government Teachers Standards.

We expect all our staff to deliver high quality, stimulating and dynamic lessons, where all our young people are supported and challenged to make good progress in their learning.

We aspire to collaborative work with the two Children’s Homes associated with our site, Mayfield and The Crescent. Teachers and care staff work closely together to promote a seamless approach to agreeing, implementing and reviewing our young people’s individual outcomes. This helps each young person to apply what they learn in lessons to their everyday lives.

2. Aims

The aims of this policy are underpinned by reference to a set of basic principles:

- To advance the education of all our young people through a personalised structured learning environment underpinned by physical exercise and incorporating a multisensory approach.
- To ensure that the curriculum is student centred, inclusive, informed, structured and relevant to meet the needs of all our young people.
- Learning will be incrementally structured in ways that enable all young people to have the opportunity to build on what they already know and to generalise this, and what they need to make progress in, in order to overcome barriers to their learning and to take ownership of it.
- To promote a personalised, differentiated curriculum for all which is responsive to the particular (and changing) needs of our individual young people.
- To meet individual's needs through a range of Specialist Therapy Services.
- To create an inclusive curriculum with links to external accreditation which recognises our young people's, participation and achievements.
- To recognise the individual needs and talents of each young person and to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities.
- To develop within each young person a respect for British Values at a level appropriate to their needs.
- To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination wherever it is found in line with the Equality Act 2010.
- To promote a caring and stimulating environment that gives positive encouragement to all, and which recognises and values the contributions of all its members equally.
- To ensure IEP's are infused into all aspects of provision as appropriate to the needs of our young people.
- To use formative and summative assessment criteria to ensure all young people achieve their outcomes.
- To set achievable but challenging targets that promote an ethos of continual improvement.
- To measure, assess and record the progress of each student in a systematic way, enabling us to ensure that each young person achieves his or her highest possible outcome for the future.
- To encourage confidence, high self-esteem, independence and mutual respect.
- To foster an environment that values the voice and views of all our young people through establishment of our school council meetings.
- To value the voice and views of all parents and carers, staff and other professionals attached to the school.

3. 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.

4. 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.

5. Staffing: Safer Recruitment - See Priory policy HR01

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.

6. Grievance Procedure - See Priory policy HR04

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.

7. English as an Additional Language

Rugeley School who work with young people who use English as an additional language will ensure that there are provisions in place to enable the young person to communicate effectively with both

their peers, colleagues, and families effectively.

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.

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.

8. 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 their 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.

9. 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. See policy number ES16 for supporting policy documents.

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.