

# Equal Opportunities & English as an Additional Language Policy



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## **1. Introduction**

- 1.1. In relation to this policy individual needs are outlined in individual education, health and care plans (EHCPs).

## **2. Aims**

- 2.1. All children and young people, including those with English as an additional language (EAL), 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 as a consequence of their disability, gender, gender reassignment or gender questioning, sexual orientation, age, ethnic origin, cultural heritage and religious beliefs (protected characteristics).
- 2.3. Coombe House School will never unlawfully discriminate in respect of:
  - 2.3.1. Admissions.
  - 2.3.2. Provision of education.
  - 2.3.3. Exclusions.

## **3. Responsibilities**

- 3.1. The Headteacher must ensure that the environment and resources reflect the diversity of the children and young people at the school and the value and potential of every individual.
- 3.2. The Managing Director will ensure that there is no unlawful discrimination, that equality of opportunity is promoted, and that the site actively encourages positive relationships between all site stakeholders and the local community.
- 3.3. The Managing Director 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 the children and young people, colleagues and visitors, and recognise the contribution, which individuals with a wide range of backgrounds and experience can bring and share within each school community.
- 3.5. 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 need and enable equal access to their education provision.

## **4. Training**

- 4.1. The Managing Director is responsible for ensuring that colleagues receive suitable training to address equal opportunities and diversity including equality and Personal, Social and Emotional Development (PSED) duties, inclusive practice, EAL classroom strategies, unconscious bias and to ensure that the Headteacher and Designated Safeguarding Lead have updated safeguarding guidance (Keeping Children Safe In Education).

## **5. Legislative Compliance**

- 5.1. The Headteacher must ensure that children and young people through both formal and informal learning are educated to be understanding of others' differences, and to know that any form of unlawful discrimination is unacceptable.
- 5.2. The Headteacher must ensure that any 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 to be considered as an approach, staff should always consult with the Managing Director prior to taking any such action.

## **6. English As An Additional Language**

- 6.1. On admission, parents/carers submit pupil information, including guidance on the primary and additional languages spoken / understood; any EAL status is recorded and retained in the pupil's record.
- 6.2. The Headteacher will ensure that there are provisions in place for children and young people who use English as an additional language to enable them to communicate effectively with their peers, colleagues, and families effectively.
- 6.3. The Headteacher will ensure that families for whom English is not a first language, and who are unable to communicate in this language, will have all relevant information available to them in an accessible format.
- 6.4. Children and young people who use English as an additional language are supported and 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, access to qualifications and socialising is not inhibited by language differences.
- 6.5. The School 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 full curriculum regardless of their first and additional languages. Individual specialist language acquisition lessons are provided as appropriate.

## **7. Monitoring**

- 7.1. The Managing Director will include the monitoring of equality and diversity within routine site monitoring.

## 8. References

- 8.1. Care Standards Act 2000, Children Act 2004, Equality Act 2010, Education and Inspections Act 2006 Children's Homes Regulations 2015, DfE (2015) Residential Special Schools: National Minimum Standards  
The Education (Independent School Standards) (England) Regulations 2014  
DfE (September 2025 Keeping Children Safe in Education

## 9. Version Control

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Policy owner (Proprietor)	Dorset Centre of Excellence