

THE RICHARD PATE SCHOOL



Equal Opportunities Policy (whole School including EYFS)

November 2019

The Richard Pate School is committed to equal treatment for all regardless of an individual's race, ethnicity, religion, sexual orientation, disability, learning difficulty, body image or social background. We recognise and celebrate the contribution of the unique child and believe that education is enriched if children are exposed to as wide a range of cultural experiences as possible (see policies covering Special Educational Needs, Learning Difficulties and Disabilities).

Code of Conduct

The school's policy on equal opportunities is monitored by the Head and the Leadership Team. Use is made of assemblies, PSHE, RE, Drama, English and other lessons to:

- Promote tolerance of each other and respect for each others position within the school community
- Promote positive images and role models to avoid prejudice and race awareness of related issues.
- Foster an open minded approach and encourage pupils to recognize the contributions made by different cultures.
- Understand why and how the school will deal with offensive language and behaviour
- Understand why the school will deal with any incidents promptly and in a sensitive manner (see behaviour and anti-bullying policies)

In order for this policy to be successful we require strong and positive support from parents and full acceptance of the school ethos.

Learning Support

The aim of our Learning Support Department is to ensure that the learning environment enables every pupil to experience success in learning so that he or she can develop the confidence and the motivation to proceed. Our policy is to undertake reasonable adjustments in order to work towards eliminating disadvantages for disabled pupils and prospective pupils. (see SEN/Disability)

SENCOs

The whole school SEN Co-ordinator is Mrs. Cooper.

The Prep. Department SEN Co-ordinator is Mrs. Conner.

The Nursery SEN Co-ordinator is Mrs. Hunte.

English as an additional language

At the Richard Pate School, we aim to provide equal access to educational opportunities for children with English as an additional language and to promote and develop self-esteem and confidence in pupils with English as an additional language. We believe that the school supports these pupils by encouraging them to celebrate and share their own language and culture. In this way, the school promotes an ethos of respect, tolerance and care in our pupils and staff and enriches the experience and understanding of life for all our pupils.

If necessary, tuition in English language can be arranged and parents will be charged for this provision.

Provision for Pupils with English as an Additional Language:

EYFS

We value linguistic diversity and when children are acquiring English as an additional language we realise that it will need to be learnt through practical meaningful experiences and interaction with others.

Children with EAL usually spend a long time listening before they speak English, although their understanding of what they hear particularly where communication through gesture, sign, facial expression and visual support develops at a faster rate. We plan learning opportunities for children to develop their English and support is provided to help them take part in activities by:

- Building on children's experiences of language at home and in the wider community.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Providing a variety of writing in the children's home languages as well as English, including books, notices and labels.

Mrs Hunte is the designated member of staff with responsibility for equal opportunities.

KS1 and 2

Pupils with English as an additional language will not necessarily require language support. Children will benefit from the modelling of English by their peers within the classroom setting. Even in bilingual children, teachers will be aware of how the presence of two languages may impact upon the individual's learning, for example in terms of vocabulary. In the event that additional support is necessary, types of provision may include one or more of the following when appropriate:

- Provision of a specialist EAL teacher for one-to-one support, depending on the level of English of the pupil or pupils. Parents would be charged for this.
- Where appropriate, modification of the curriculum to allow time for teaching of English language.
- Provision of computer aids such as an electronic dictionary.
- Provision of simplified language texts and pictorial information in curriculum subject such as History, Geography and Science.
- Individual Learning Plans with clear learning targets and regular reviews to ensure effective monitoring of progress.
- Provision of clear channels for ease of communication with parents.
- Where appropriate, in-service training for staff and access to specialist support, such as Advisory Teachers for EAL.

Request for variation in the school uniform

We welcome children of all faiths. However, parents should be aware that all pupils at The Richard Pate School are required to wear a uniform.

The Headmaster will consider written requests from parents for variations in the uniform on religious grounds that are consistent with both the school's ethos and its Health and Safety policy. The Headmaster may take expert advice and will normally meet with parents to discuss the implications of such a request.

The school monitors its equal opportunities policy regularly. The policy is reviewed annually at senior leadership level and then with the whole staff before being presented to the Richard Pate School Committee in order to ensure its effectiveness.

Complaints

Should you have any complaints about the operation of our Equal Opportunities policy a copy of the school's Complaints Policy and Procedure is available on the School website or request.

R MacDonald
Headmaster