



# Equal Opportunities

## The Old School Henstead

Written by:	WJM
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### **EQUAL OPPORTUNITIES including EYFS**

The school seeks to create an environment where pupils and staff are treated on the basis of their merits, abilities and potential and not discriminated against on grounds of age, colour, disability, ethnic or national origin, family circumstances, gender, political or religious beliefs, sexual orientation, size or socio-economic background. The school will continuously strive to engender an atmosphere of respect, tolerance and understanding and to ensure that everyone in or associated with the school is treated with respect and dignity.

To these ends the school will:

- treat all those within the whole school community (ie pupils, staff, parents, Governors and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences;
- create a school ethos which promotes equality of opportunity, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- encourage everyone within the school community to gain a positive self-image and high self-esteem;
- have high expectations of everyone involved with the school;
- promote mutual respect and value each other's similarities and differences and face equality issues openly;

- identify and remove any practices, procedures and customs which are discriminatory and replace them with practices which are fair to all;
- continue to develop and implement the 3 year accessibility plan.

So far as possible, any incident or complaint involving or impinging upon equal opportunities will be speedily resolved by the school. A written record will be kept of all such incidents. If the matter is not thus resolved, the school complaints procedure will be invoked.

### **SENDA including EYFS 1) Admissions and Special Needs**

The aim of the policy is to promote equality of opportunity for all and to ensure that no-one is discriminated against because of their gender, race, ethnic or national origins, nationality, colour, background, political or religious beliefs, age, sexual orientation, marital status, family responsibilities, reputation, patterns of work (e.g. shift patterns) or disabilities. The Governors are committed to ensuring that the school allocates sufficient resources to implement the plan. This policy is reviewed by the Governors during the autumn term each year.

b) At The Old School we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of the School.

c) Treating every child as an individual is important to us, and we welcome pupils with special educational needs, provided that our Learning Support can provide them with the support that they require. We do not however have the facilities to offer highly specialised and intensive treatment. We will look to see that the prospective pupil exhibits the potential to cope with mainstream education and with our curriculum.

d) The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded young person with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at Henstead.

e) We advise parents of children with special educational needs to discuss their child's requirements with the School at the time of application and before he or she visits so that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

f) In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate, but will be sensitive to any requests for confidentiality. This policy also applies to our Early Years Foundation Stage.

## **2) On Entry**

a) Each child with a special educational need requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical or educational advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before the child becomes a pupil at the School. This includes how best the child might access information which is readily accessible to pupils who are not disabled, such as voice recording, different print.

b) Our Learning Support is staffed by the SENCO, Miss M.J.Clifton and one SEN (Level 3) trained teacher.

### **3) Monitoring and Review**

a) We arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist so that we can identify the areas that require support. We offer specialist one to one lessons and shared and small group lessons in literacy and maths, and help with study skills across all subjects. We work closely with the child's parents to help overcome the barriers that the specific difficulty presents.

b) Our Learning Support Department may prepare a Passport for each child, setting achievable targets. The child, together with his/her parents and teachers reviews the plan regularly.

### **4) Physical Accessibility**

a) We recognise that some children with special education needs may also have physical disabilities.

b) Parents and prospective parents of disabled children can obtain copies of the school's 3 year Accessibility Plan from the Headmaster.

### **5) Other adjustments**

We are able, depending on need and following the advice and recommendations of an Educational Psychologist or Occupational Therapist, to arrange for children to use supporting resources such as ICT in classes.

### **6) English as an additional language**

We may recommend that some children, whose first language at home is not English, receive individual and/or group tuition in English as a foreign language.

### **7) Staff Teaching Support**

Our Teaching Staff receive support for the learning needs of children with special education needs and disabilities when appropriate.

### **8) Charging Policy**

Specialist learning support assessments and lessons and English as an additional language are not normally charged as extras.