

Equality of opportunity – Valuing diversity and promoting equality

POLICY STATEMENT

La Petite Ecole Bilingue – The Stewart Bilingual School is an independent, fee paying school and therefore will ensure that the needs of all children who attend it are met, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. The school is committed to anti-discriminatory practice to promote equality of opportunity and values diversity for all children and families. We will:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- Make inclusion a thread that runs through all of the activities of the setting.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2. Inclusive practice 1.3. Keeping safe	2.1. Respecting each other 2.2. Parents as partners 2.3. Supporting learning 2.4. Key person	3.2. Supporting every child 3.3. The learning environment	4.4. Areas of learning and development

PROCEDURES

1. Admissions

Our school is open to all members of the community who choose to send their children to a fee paying bilingual school.

We “advertise” our service widely (in a non-competitive manner).

We reflect the diversity of our society in our publicity and promotional materials.

We provide information in clear, concise language, whether in spoken or written form.

We provide information in as many languages as possible, as appropriate to demand. We base our admissions policy on a fair system.

We ensure that all parents are made aware of our equal opportunities policy.

We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background.

We ensure wherever possible that we have a balanced intake of boys and girls in the setting, reflecting demand.

We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

2. Employment

Posts are advertised and all applicants are judged against explicit and fair criteria. Applicants are welcome from all backgrounds and posts are open to all.

We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the school.

The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.

All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.

We monitor our application process to ensure that it is fair and accessible.

3. Training

We seek out training opportunities for staff to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.

We ensure that there are staff confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

4. Curriculum

The curriculum offered in the school encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is not as accessible as possible for all visitors and children. Access to the school is found to treat disabled children or adults less favourably therefore we make reasonable adjustments to accommodate the needs of disabled children and adults.

We do this by:

- Making children feel valued and good about themselves;
- Ensuring that children have equality of access to learning;
- Undertaking an access audit to establish if the setting is accessible to all children.
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. Recognising the different learning styles of girls and boys;
- Positively reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- Celebrating a wide range of festivals;
- Creating an environment of mutual respect and tolerance;
- Differentiating the curriculum to meet children's special educational needs;
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- Ensuring that children learning English or French as an additional language have full access to the curriculum and are supported in their learning; and
- Ensuring that children speaking languages other than English or French are supported in the maintenance and development of their home languages.

5. Valuing diversity in families

We welcome the diversity of family lifestyles and work with all families.

We encourage children to contribute stories of their everyday life to the school and we encourage parents/carers to take part in the life of the setting and to contribute fully.

For families who speak languages in addition to English or French, we will develop means to ensure their full inclusion.

6. Food

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

7. Meetings

Meetings are arranged to ensure that all families who wish to attend may be involved. Information about meetings is communicated in a variety of ways - written, verbal and where possible in translation - to ensure that all parents have information about and access to the meetings.

8. Monitoring and reviewing

To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.

We provide a complaints procedure and a complaints summary record for parents to see.

Legal framework

<https://www.gov.uk/guidance/equality-act-2010-guidance>

The Equality Act 2010 (2015)

Disability Discrimination Act (DDA) 1995, 2005 Race Relations Act 1976

Race Relations Amendment Act 2000

Sex Discrimination Act 1976, 1986

Children Act 1989, 2004

Special Educational Needs and Disability Act 2001

Equality of opportunity-Supporting children with special educational needs

POLICY STATEMENT

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

“An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters.”

OfSTED 2002 (Helpline: 0300 123 1231)

La Petite Ecole Bilingue has a continuous cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests of children. We recognise that the majority of children will learn and progress within these arrangements however we accept that a minority of children will require provision which is additional to or different from the usual arrangements. Differentiation and reasonable adjustments are normally put into place.

We have regard for the guidance on approaches to meet these additional Special Educational Needs outlined in the DfES Special Educational Needs Code of Practice (2001). The Code sets out a model of action and intervention that is designed to help children towards independent learning and the procedures the school might adopt on behalf of children with special educational needs. In many cases the action taken will mean that the child's needs are resolved. Only for those children whose progress continues to cause concern should additional action be taken. This Code recommends that when a child is identified as having Special Educational Needs the school should intervene at School Action and School Action Plus.

We ensure our provision is inclusive to all our children with Special Educational Needs. We support parents and children with Special Educational Needs (SEN). We identify the specific needs of children with Special Educational Needs and meet those needs through a range of SEN strategies.

We work in partnership with parents and other agencies in meeting individual children's needs.

We monitor and review our policy, practice and provision and, if necessary, make adjustments.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1. Child development	2.1. Respecting each other	3.2. Supporting every child	4.1. Play and exploration
1.2. Inclusive practice	2.2. Parents as partners	3.3. The learning environment	4.2. Active learning
1.4. Health and well-being	2.3. Supporting learning	3.4. The wider context	4.3. Creativity and critical thinking
	2.4. Key person		

PROCEDURES

The designated member of staff to be the Special Educational Needs Co-ordinator (SENCO) is communicated to parents.

Our SENCO is:

Tracy Martin

We ensure that the provision for children with Special Educational Needs is the responsibility of all members of the school.

We ensure that our admissions practice ensures equality of access and opportunity.

We use the graduated response system for identifying, assessing and responding to children's Special Educational Needs.

We work closely with parents of children with Special Educational Needs to create and maintain a positive partnership.

We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.

We provide parents with information on sources of independent advice and support. We liaise with other professionals involved with children with Special Educational Needs and their families, including transfer arrangements to other settings and schools.

We provide a broad, balanced and differentiated curriculum for all children with Special Educational Needs.

We use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with Special Educational Needs.

We ensure that children with Special Educational Needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

We have systems in place for supporting children during Early Years Action, Early Years Action Plus and Statutory Assessment and the Statementing process.

We use a system for keeping records of the assessment, planning, provision and review for children with Special Educational Needs.

We aim to provide resources (human and financial) to implement our Special Educational Needs Policy, as permitted by our budget.

We provide in-service training for parents, practitioners and volunteers. We raise awareness of any specialism the setting has to offer.

We ensure the effectiveness of our Special Educational Needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

We provide a complaints procedure.

We monitor and review our policy annually.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

LEGAL FRAMEWORK

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf