

EQUALITY AND DIVERSITY POLICY

1. Policy Statement

Equality Act

In line with the Equality Act 2010, The PACE Centre is committed to:

- Not treat pupils with disabilities or employees less favourably for a reason related to their disability
- Provide 'reasonable adjustments' for disabled learners or employees.
- Anticipate need and respond accordingly (within our own financial constraints).
- Carry out specialist Disability Access Surveys for our building every three years, and prioritise reasonable adjustments based on the findings of these reports.
- Not discriminate against a parent if their child has a disability.

At the PACE Centre we recognise that all children have the right to care and education that meets their individual needs and interests and promotes their learning and development.

We will ensure that The PACE Centre is fully inclusive in meeting the needs of all children, particularly those that arise from children's ethnic heritage, social and economic background, gender, disability and special educational needs. The Centre is committed to anti-discriminatory practice to promote equality of opportunity and to valuing diversity for all children and families.

We recognise that inclusive practice and meeting individual children's needs lies at the heart of the EYFS, therefore we aim to:

- 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 in our setting.

The PACE Centre operates a policy of equal opportunities. The Management Committee of PACE and its employees do not discriminate on the grounds of any individual's gender, nationality, race, ethnic or marital status, or sexual orientation. This policy extends to:

The eligibility of members wishing to join PACE

The membership of PACE's Management Committee and all of its committees

The membership of the Friends of PACE and PACE's volunteers

The admissions policy for children and their parents who benefit from PACE's services

PACE's recruitment, employment and promotion of its staff and volunteers

The teaching and clinical staff ensure that there is:

- Equal access to resources, staff, curriculum and learning opportunities for all children attending the Centre.
- Equal access to support and training opportunities for families of children attending the Centre.

Admissions

We welcome and value all members of our community. This is supported by our inclusive admissions policy and as such we aim to;

- provide information in clear, concise language, whether in spoken or written form.
- ensure that all our policies are as accessible as possible to all parents, carers and members of our community.
- not discriminate against any child or their family and actively seek to reduce prejudice, stereotyping and racial intolerance.

Conductive Education

Conductive Education is a complete system of special education for children with motor disorders. It is a personality-centred education which recognises the person as a whole and therefore helps them to develop intellectual, emotional, social, and physical abilities.

It is not a treatment or therapy, but an all day learning process which encourages individuals to be active and discover their own solutions to the many problems of daily living.

PACE Provision

The PACE Centre is a registered Independent Special School for children aged 0-11 years of age. Our programmes are based on Conductive Education principles but when appropriate we incorporate other recognised methods to meet specific needs. In particular a sensory integrative approach is incorporated into the Conductive day for children whose motor disorder is compounded by difficulties integrating and interpreting sensory input. The Foundation Stage and National Curriculum are taught to Key Stage Two.

The range and severity of the educational needs of children at PACE varies, from those who require intensive work on basic foundation skills such as looking and listening to those who are working age-appropriately, but who would benefit from fine-tuning of independent mobility and functional living skills.

Criteria for Admission to PACE

Our integrated educational programmes are highly specialised and appropriate for those with:

- *Cerebral palsy or motor disorder including a range of associated problems, e.g. sensory, perceptual, auditory, visual*
- *Head injuries*
- *Genetic disorders resulting in some motor impairment*

The specific nature of our programmes means that we do not normally accept children who have the following conditions:

- *Learning difficulties but no motor disorder*
- *Behavioural problems but no motor disorder*
- *Autistic Spectrum Disorders with no motor disorder*
- *Rapidly progressive degenerative disorder*

2. How the Individual Needs of All Children will be Met

We aim to create an enabling learning environment which is as accessible as possible for every individual who uses our setting and premises.

We endeavour to do this by;

Differentiating Provision

Provision is differentiated within the curriculum to ensure each child receives the widest possible opportunities to develop their skills and abilities in all aspects of their development, e.g. recognizing and valuing different learning needs and addressing the specific needs of children with English as an additional language.

Seeking the Views and Feelings of Children and Families

We do this by regularly seeking the views and feelings of children and their families to inform our practice e.g. by using a diverse range of alternative communication strategies for children with communication difficulties, contributions to review meetings, comments box at House Meetings etc and parent consultations and questionnaires. There are three parent trustees on our management board.

3. How All Children will be Included

Identifying and Seeking to Reduce Barriers

We will do this by:

- identifying and actively seeking to reduce barriers to inclusion by continual review of individual needs and strategies to address curriculum access.
- Expertise in the modification and adaptation of learning materials and equipment to ensure maximum effectiveness for learning by children with sensory motor and communication difficulties.
- Adaptations to the building and learning environment.

Children's Home Languages

We will ensure that children's home languages, particularly when other than English, are valued and where possible, used to support children's learning and development within our setting.

4. Commitment to Working with Parents and Other Agencies

Working in Partnership with Parents

Providing a Complaints Procedures

We provide a complaints procedure and a complaints summary record for parents to see. (See Complaints Policy)

Encouraging Parents to take part

We encourage parents and carers to take part in the life of The PACE Centre and to contribute fully. We do this by e.g.:

- Parent – staff meetings twice yearly (with each family being given a minimum of ¾ - hour to discuss their child's progress)
- A full range of questionnaires are completed by the family when a child starts at PACE and an initial home visit is undertaken so that staff at PACE are fully informed about the child's family and community life.
- Children's Individual Educational Plans being shared with and agreed by parents/carers.
- Training days for fathers on Saturdays and specific training seminars for families.
- Parents present during Parent and Child Group or Individual sessions.
- Families routinely invited to any staff training days which are relevant to them.
- Families routinely invited to open days and fundraising events.
- Annual talk to families by the Chairman – Board of Trustees and Chief Executive after the Christmas performance.

- Twice yearly newsletters, yearly diary dates and regular memos from Director to all families to update them on developments/issues at PACE.
- A system for regular home visits.
- Three family representatives elected onto the Board of Trustees.
- The PACE Parent Partnership (PPP) which organises social, information sharing and fundraising events for PACE parents and staff.

Communicating Information About Meetings

We aim to communicate information about meetings in a variety of ways - written, verbal and in translation if required - to ensure that all parents and carers have information about and access to the meetings

5. Arrangements for Reviewing Inclusive Practices

Monitoring and Review of Policy

To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims of our Equality of Opportunity Policy in promoting equality and inclusion and in valuing diversity.

6. Promoting and Valuing Diversity and Differences

Avoiding Stereotypes

The PACE Centre will avoid stereotypes or derogatory images in the selection of toys, books or other visual materials and promote non-stereotyped roles.

Valuing, Respecting and Positively Reflecting a Wide Range of Communities etc

The PACE Centre will positively reflecting the widest possible range of communities in the choice of our resources; eg books, puppets, and role play artefacts which will represent a diverse range of religions, cultures, abilities and disabilities within society.

Celebrating a Wide Range of Festivals

We celebrate festivals from religions such as Christianity, (Christmas, Easter, Harvest Festival), Judaism, Islam, Hindu.

Welcoming Diversity

We welcome the diversity of family lifestyles and home cultures and encourage all children and their families to contribute stories of their everyday lives to our setting.

7. Challenging Inappropriate Attitudes and Practices

Behaviour

We will not tolerate threatening or abusive behaviour towards or between staff and families and all such incidents will be challenged and recorded and, where necessary, relevant outside agencies will be involved.

Racial Discrimination

We recognise that incidents of racial discrimination are a serious offence in line with the Public Order Act 1986 and The Crime and Disorder Act 1998 and as such all incidents of racial discrimination by staff, whether the discrimination is towards an adult or a child, will require disciplinary action to be taken (See Employment and Recruitment Policy)

Reporting Incidents of Discrimination

It is the responsibility of all staff to report all incidents of discrimination to the Chief Executive who will immediately make clear the unacceptability of such behaviour and attitudes and take appropriate action;.

Recording Incidents of Discrimination

Where incidents of discrimination (e.g. negative name calling) by any adult or child have occurred the Chief Executive will make a record of the incident.

Informing Parents and Action to be Taken

Where children have been discriminated against the children's parents will be informed of the incident and of the action to be taken. The identity of all parties involved will remain confidential and not be disclosed.

Revised September 2016

To be Reviewed September 2017

To be Reviewed by: Head Teacher