

Local Procedure Title	Equal Opportunities and English as an Additional Language
Service	Bridge House School
ACS Policy number and title	ACS 26 Equal Opportunities and English as an Additional Language
Local Procedure template reference	ACS LP 26
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Local Procedure Ratification	Checked and approved by: Clare Hiom

<p>1. Aims</p> <ul style="list-style-type: none"> • Ensure all children and young people, including those with EAL have equal opportunity to achieve and to access the curriculum, facilities, support and guidance. • Ensure no individual or group receives less favourable treatment by reason of protected characteristics. • Ensure the service does not unlawfully discriminate in admissions, provision of care/education, or exclusions.
<p>2. Roles and responsibilities</p> <p>Head Teacher:</p> <ul style="list-style-type: none"> • Owns implementation, ensures environment/resources reflect diversity; promotes equality of opportunity; prevents unlawful discrimination; fosters positive relationships with stakeholders and the local community; ensures colleagues understand/apply equal opportunities and diversity. • Maintain an accessibility plan covering building, resources and curriculum adjustments. • Ensure completion of mandatory equal opportunities and diversity training. <p>All colleagues:</p> <p>Respect diversity among children and young people, colleagues and visitors; actively contribute to a culture of inclusion.</p>
<p>3. Definitions (operational)</p> <ul style="list-style-type: none"> • English as an Additional Language (EAL): Children and young people who use a first language other than English and/or who are in the process of acquiring English proficiency. • Lawful Discrimination (exceptional): A limited and rare circumstance where differential treatment is permissible in law (e.g., objective justification). Any consideration requires consultation with Senior Managers and/or Regional Director before action.
<p>4. EAL Identification/Admission</p> <ul style="list-style-type: none"> • Collect language profile at enquiry/admission, including first language(s), literacy in first language, interpreter needs, and preferred communication modes (e.g., Makaton). • Record information in personal care and education plans and on the management information system. • Where consent is required for information sharing or assessment, obtain and record consent in line with data protection and confidentiality policies.

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5. Provision and Curriculum Access
<ul style="list-style-type: none">• Provide specialist language acquisition sessions where appropriate, without narrowing access to the wider curriculum.• Ensure classroom practice supports EAL learners: visual scaffolds, pre-teaching vocabulary, language-rich environments, modelling, cooperative learning, and culturally relevant materials.• Make reasonable adjustments to teaching resources, assessments and environments in line with the accessibility plan.
6. Communication with families
<ul style="list-style-type: none">• Provide key information in accessible formats and/or via interpreters for families who do not use English as a first language.• Use approved translation/interpretation routes; record when and how support was provided.• Ensure meetings are arranged with consideration for language access and cultural needs.
7. Preventing and responding to discrimination and bullying
<ul style="list-style-type: none">• Educate children and young people, through formal and informal learning, to understand differences and that unlawful discrimination is unacceptable.• Report and investigate any incident of unlawful or alleged discrimination or bullying based on protected characteristics promptly; record outcomes and share learning to minimise recurrence.• Escalate safeguarding concerns in line with safeguarding policies as required.
8. Staff training and induction
<ul style="list-style-type: none">• All colleagues complete mandatory equality, diversity and inclusion training.• Role-specific refreshers provided (e.g., classroom strategies for EAL, culturally responsive practice).• Training completion is monitored by the Head Teacher.
9. Monitoring arrangements
This local procedure will be reviewed by the Head Teacher annually.

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Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions