Equal Opportunities and English as an Additional Language Local Procedure

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**
Local Procedure date	09.03.2026
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Local Procedure Author(s)	Jacky Gray
Local Procedure Ratification	Checked and approved by: Clare Hiom

1. Aims

- 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.

2. Roles and responsibilities

Head Teacher:

- 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.

All colleagues:

Respect diversity among children and young people, colleagues and visitors; actively contribute to a culture of inclusion.

3. Definitions (operational)

- 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.

4. EAL Identification/Admission

- 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.

5. Provision and Curriculum Access
• 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
• 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
• 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
• 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