

POLICY TITLE:	Equality of Opportunity, including English as an Additional Language
Policy Number:	ES16
Version Number:	03
Applies to:	Day Schools, Residential Special Schools, Children's Homes, FE Colleges
Date of Issue:	10/06/2015
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Author:	Education Services Team
Ratified by:	Kate Somerside, Social Care Quality Improvement Advisor
Responsible signatory:	Stephen McShane, Director for Quality
Outcome:	All children and young people, including those with English as an additional language, have equal opportunities to achieve and access the curriculum, facilities and support and guidance available. Staff follow local procedures and guidelines to ensure best practice.
Cross Reference:	ES08 Curriculum ES11 Teaching and Learning ES14 Assessment H&S08 Adventure Activities & Educational/Other Visits ES10 Spiritual, Moral, Social & Cultural Developments and Community Cohesion
EQUALITY AND DIVERSITY STATEMENT	
Priory Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, e-mail SQCHelpdesk@priorygroup.com.

EQUALITY OF OPPORTUNITY, INCLUDING ENGLISH AS AN ADDITIONAL LANGUAGE

1 INTRODUCTION

- 1.1 In order to effectively implement this Priory policy, Education Services facilities will have local procedures in place where necessary, to be read in conjunction with this document, to ensure best practice, and cover local anomalies.
- 1.2 Priory Education Services believe in the uniqueness and value of each individual young person by providing learning opportunities, which enable all children and young people no matter their difficulties or disabilities to achieve their full potential. This applies equally to children and young people who have English as an additional language. (See section 3)
- 1.3 Priory Education Services believes that no individual or group should receive less favourable treatment as a consequence of his or her disability, gender, sexual orientation, age, colour, ethnic origin, culture and religious beliefs. Priory Education Services will therefore never unlawfully discriminate in respect of:
- (a) admissions
 - (b) provision of education services
 - (c) exclusions.
- 1.3 Each Residential home or school has its own procedures that recognise their responsibilities in relation to disability equality, gender equality and race equality. The home respects the diversity amongst their children and young people, staff and visitors, and recognise the contribution, which individuals with a wide range of backgrounds and experience can bring and share within each school community.
- 1.4 Each home provides an environment and resources, which reflect the diversity of the young people and the value and potential that we see in each individual. All young people and staff are encouraged to apply this policy and practices, and provide an environment where equality of opportunity prevails and discrimination is challenged. All homes will seek to:
- (a) eliminate unlawful discrimination
 - (b) promote equality of opportunity
 - (c) promote good relationships between people of different ethnic and religious groups.

2 EQUALITY LEGISLATION

- 2.1 Priory Education Services acknowledges its duty to promote racial equality. All homes take all racist incidents very seriously.
- 2.2 Children and young people are educated to understand racial equality and eliminate racist incidents. Local procedures are in place to record any incidents that occur and take appropriate action. These are logged and available for scrutiny by local authorities.
- 2.3 Priory Education Services recognise their duty in relation to disability equality. This includes all schools following the Priory policy for access planning and having individual access plans in place.
- 2.4 All Priory schools and residential homes recognise their duty to promote gender equality. This includes ensuring in each school there are procedures in place to eliminate sexual discrimination.
- 2.5 **Lawful Discrimination** - Priory Education Services acknowledge that there are times when it is lawful to positively discriminate. For example, Priory Group homes will provide additional facilities to meet the needs of disabled learners.

3 STUDENTS AND YOUNG PEOPLE FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE (EAL)

- 3.1 Priory Education Services seeks to ensure that EAL students/young people are not disadvantaged by their language differences. Indeed the multilingualism of EAL students/young people is seen as a positive feature, enriching each school community. Each home seeks to ensure that all their EAL students/young people participate fully in the life of the home and school and gain access to appropriately planned and prepared educational opportunities. All schools provide their EAL students/young people with a safe, welcoming and nurturing environment where they are accepted, valued and encouraged to participate.
- 3.2 Children and young people are provided with specialist teaching programmes to enable them to gain the skills and knowledge to communicate in English, both verbally and in writing. Additionally each home and school seeks to ensure that all EAL students/young people achieve to their full potential, including having opportunities to take and pass a wide range of external accreditation.
- 3.3 In each home and school having a home language other than English is not seen as a learning difficulty or disability. EAL students/young people are not placed on special education (SEN) registers or taught in SEN groups unless they have special educational needs. The curriculum in each school has an appropriate focus on giving EAL students/young people the opportunities to experience a wide range of social settings to enable them to develop the confidence to communicate effectively in different situations.
- 3.4 Priory Education Services acts proactively to remove barriers for parents and carers in accessing school information and events. Schools acknowledge that the parents and carers of EAL students/young people may have difficulties communicating in English. Each school makes individual provision to support each family and to ensure that information is provided for them in their own first language.
- 3.5 **Specialist EAL Provision** - Each school appreciates that EAL young people are not a homogenous group and that their needs vary according to a range of factors. In response to this, schools provide a range of teaching and learning activities to meet curriculum demands and different learning needs and styles. Schools believe that well planned lessons in appropriately organised classrooms provide the best environment for acquisition of English by EAL students/young people.
- 3.5.1 As with all young people, considerable background information is gained before EAL students are admitted. This will include knowledge of the young people's first language, other languages spoken at home and current ability levels in communicating in English.
- 3.5.2 Each school ensures that EAL students/young people have access to the whole curriculum. Curriculum planning takes account of the learning and support requirements of each EAL young person. Students/young people are taught with their peers and placed in groups where they will see models of good behaviour and where young people who are fluent English speakers will provide them with good language models. Individual specialist language acquisition lessons are provided as appropriate.
- 3.6 **Characteristics of Teaching and Learning Strategies** - Teachers encourage EAL students/young people to use English by generating opportunities for active participation in discussions. Lessons plan for and provide appropriate stimuli for language development. Careful consideration is given to specific subject vocabulary and language structures.
- 3.6.1 All staff provide young people with good language role models for social interaction in learning activities. Staff support language development through sensitive and informative feedback on grammatical accuracy, social rules or genre features and characteristics. Study skills and positive attitudes are promoted that enable EAL students/young people to become independent learners.

- 3.6.2 All schools are aware that their school culture and environment may differ greatly from the school culture that EAL students/young people have experienced previously. Positive support and guidance is provided to encourage young people to appreciate their differences and learn the expectations of them in a school environment.
- 3.7 Priory Education Services recognise that '**Positive Action**' is lawful under race relations and employment legislation when it is taken to give young people access to facilities for training that would help fit them for particular work, or where members of groups can be encouraged to take advantage of opportunities for particular work, for example by advertising for teaching assistants in a local community language magazine.
- 3.8 Priory Education Services recognise that '**Positive Discrimination**' is lawful only in respect of disabled people.

4 REFERENCES

- 4.1 Care Standards Act 2000, Special Educational Needs and Disability Act 2001
Children Act 2004, Equality Act 2010
Children's Homes Regulations 2015, Children's Homes (Wales) Regulations 2002
DfE (2015) Children's Homes: Quality standards
DfE (2015) Residential Special Schools: National minimum standards
Scottish Government (2005) National Care Standards: School Care Accommodation Services
Welsh Assembly Government (2002) National Minimum Standards for Children's Homes
Welsh Assembly Government (2003) National Minimum Standards for Residential Special Schools
Care Standards Act 2000
The Education (Independent Schools Standards) (England) Regulations 2010 as amended 2012
The Education (Independent School Standards) (England) Regulations 2010, as amended 2012
DfE (2015) Keeping Children Safe in Education (DfE 00129/2015)