

## Mark College



# Equality and Diversity Procedure (Including English as Additional Language)

September 2018

## Mark College

### Equality and Diversity (Including EAL)

#### Local Procedure

Mark College 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.

Mark College 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.

The school 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.

The school 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.

The school will seek to:

- (a) eliminate unlawful discrimination
- (b) promote equality of opportunity
- (c) promote good relationships between people of different ethnic and religious groups.

#### EQUALITY LEGISLATION

Mark College acknowledges its duty to promote racial equality and takes all racist incidents very seriously.

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 commissioners and regulators.

Mark College recognise its duty in relation to disability equality and has individual access plans in place.

Mark College recognise its duty to promote gender equality. This includes ensuring there are procedures in place to eliminate sexual discrimination.

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

Mark College seeks to ensure that EAL students are not disadvantaged by their language differences. Indeed the multilingualism of EAL students is seen as a positive feature, enriching each school community. The school seeks to ensure that all their EAL students participate fully in the life of the school and gain access to appropriately planned and prepared educational opportunities. The school provide their EAL students/young people with a safe, welcoming and nurturing environment where they are accepted, valued and encouraged to participate.

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. The 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.

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 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.

Mark College 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 may have difficulties communicating in English and makes individual provision to support each family and to ensure that information is provided for them in their own first language.

The 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.

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.

The 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 if appropriate.

Teachers encourage EAL students 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.

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 to become independent learners.

All schools are aware that their school culture and environment may differ greatly from the school culture that EAL students 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.

**Issue date: Sept 2018**

**Review Due: September 2020**