![Badge%20and%20Logo[1]]()

Inclusion Policy

Gifted and Talented Policy
Additional Needs Policy
English as an Additional Language Policy

The Study Independent School and Nursery

# Mission statement

*The Study School community includes everyone involved with our school - children, parents, teachers, non-teaching staff, governors and the wider community. We value achievement and recognise that we all have an important part to play in making The Study School a happy and successful school.*

*We are a Non-Selective School and provide a broad and balanced curriculum.*

*We are committed to valuing every pupil, acknowledging their strengths and needs. We work to overcome potential barriers to learning, responding to diverse needs and setting appropriate learning challenges.*

*This policy has been prepared to meet the School's responsibilities under:*

*- Education (Independent School Standards) Regulations 2014;
- Statutory framework for the Early Years Foundation Stage (DfE, March 2017);
- Education and Skills Act 2008;
- Childcare Act 2006;
- Data Protection Act 2018 and General Data Protection Regulation (GDPR);
- Equality Act 2010; and
- Children and Families Act 2014.*

*This policy has regard to the following guidance and advice:*

*- Special educational needs and disability code of practice: 0 to25 years (DfE and Department for Health, January 2015) (Code of Practice)*

*The following School policies, procedures and resource materials are relevant to this policy:*

*- Equal opportunities policy;
- Safeguarding and child protection policy and procedures;
- Risk assessment policy for pupil welfare;
- Anti-bullying policy;
- Admissions policy; and
- Accessibility Plan*

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# Gifted and Talented Children

## Aims

The school aims to assist all children to reach their personal best. Our belief in differentiating to enable all children to work at a level appropriate to their ability is a clear indicator of this aim. Support is provided for those children for whom differentiation alone is insufficient to allow them to make progress. Gifted and Talented pupils need frequent opportunities to apply their skills and understanding and to develop their knowledge within a secure and flexible learning environment. We aim to provide:

• A child centred culture, valuing each child’s own interests and learning styles.

• An education which encourages independence and autonomy, supporting children in using their initiative.

• Encouragement to children to be open to ideas and initiatives presented by others.

• An education that looks beyond subject disciplines and conventions.

• A variety of resources, ideas, methods and tasks to assist creative thinking.

• A range of settings in the classroom – allowing children to work individually, in pairs, in groups, as a class or across the school.

• Encouragement to reflect on the process of their own learning.

## Characteristics

Most like to:

• Think quickly and accurately

• Work systematically

• Generate creative working solutions

• Work flexibly, processing unfamiliar information

• Applying knowledge, experience and insight to unfamiliar situations.

• Communicate their thoughts and ideas well.

• Be determined, diligent and interested in uncovering patterns

• Achieve or show potential in a wide range of contexts

Generally gifted and talented pupils are taught in the same group as their peers. Although there are opportunities for differentiation in English and Maths, staff extend different opportunities in other subject areas.

All staff should ensure that where there is a need, appropriate resources are available for teachers to provide extension material for G&T pupils.

## Provision

Our provision is made available through

* High expectations of teachers
* Tasks that are designed to take into account levels of existing knowledge, skills and understanding
* Planned extension opportunities or open-ended tasks
* Effective use of questioning in class
* Opportunities for pupils to develop higher order skills
* Differentiated homework
* Varied teaching styles that support all types of learning
* Use of Assessment for Learning techniques to increase pupil participation in planning and evaluation.
* Stretch and Challenge intervention sessions provided by LSA if/when appropriate

### Monitoring

At the Study School, the SENCO is responsible for:

* Monitoring the progress of those on the register with the class teachers
* Maintaining and updating the Gifted & Talented Register
* Liaising with the class teachers to support provision for gifted and talented pupils

# Additional Educational Needs Policy

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## Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. The SEN Code of Practice (January 2015) also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education’s website:

<https://www.gov.uk/education/special-educational-needs-and-disability-send-and-high-needs>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by Local Offer services. These can be accessed on the following websites:

<https://www.afcinfo.org.uk/local_offer> (Kingston and Richmond)

<https://www.sutton.gov.uk/info/200611/suttons_local_offer> (Sutton)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND (Special Educational Needs and Disabilities) Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in the local area that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## 1. Aims and objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

We strive to provide what all our children deserve: the best possible education. We work together to meet the needs of all our children. We give praise and encouragement and recognise each other’s achievements and encourage and welcome the participation of parents/carers in all aspects of school life.

As a school community we work to ensure that our children:

* Feel safe, happy and enjoy learning.
* Are respected and valued.
* Have access to a wide and varied curriculum.
* Are offered the full range of activities in our school.
* Enjoy living a healthy lifestyle.
* Develop skills for life.
* Achieve their potential.

|  |
| --- |
| Objectives * **Identify the needs of pupils with Additional Education Needs as early as possible.**

Gather information from:Parents and Carers Education Health and Care Services External agencies. Feeder schools or Early Years settings prior to the child’s entry into the school. * **Monitor the progress of all pupils** The Head Teacher, SENCO, teachers and Support Staff will continually monitor pupils with Additional Educational Needs to ensure that they are given the appropriate support to enable them to reach their full potential.
* **Make appropriate provision to overcome all barriers to learning and ensure pupils with Additional Educational Needs have full access to the Curriculum.** This will be co-ordinated by the School SENCO, subject leaders and Head Teacher. It will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and pupils’ needs are catered for.
* **Working in partnership with parents/carers**We strongly believe in working in partnership with parents and carers to gain a better understanding of their child, involving them in all stages of their child’s education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child’s progress, and providing information annually and as required on the provisions for pupils within the school as a whole, and the effectiveness of the Inclusion policy and the school’s SEN work.
* **Work with and in support of outside agencies**When deemed appropriate and in consultation with the parents and carer, outside agencies will support the pupils’ needs when they cannot be met by the school alone.
* **Create a school environment where pupils feel safe to voice their opinions of their own needs.**The Head Teacher and SENCO support Class Teachers and Teaching Assistants to carefully monitor the progress of their pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.
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## 2. Responsibility for the coordination of SEN provision

* + The person responsible for overseeing the provision for children with SEN the Head Teacher
	+ The person co-ordinating the provision of education for pupils with Additional Educational Needs is the SENCO
	+ Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff

## 3. Arrangements for coordinating SEN provision

The SENCO holds details of all SEN Support records such as provision maps, ILPs, Child Friendly ILPs and subject targets for individual pupils. A SEND folder contains individual children’s information which is updated regularly by staff.

All staff can access:

* + The Study School’s Inclusion Policy;
	+ A copy of the full SEN Register and other school documents used for tracking pupils.
	+ Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
	+ Information on individual pupils’ special educational needs, including action plans, targets set and copies of their ILP or alternative records of targets set/outcome monitoring.
	+ Practical advice, teaching strategies, and information about types of special educational needs.
	+ Information available through the Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school’s SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

*The Lamb Inquiry (2009) and the DfE (2011) make it clear that good SEN policies should, as well as being short and clear, be developed in collaboration with parents. There is also an increasing interest in making policies and SEN provision arrangements clear to pupils. A SEN policy should be aimed at a range of audiences not just teachers and school support staff, but this might be achieved through the provision of summary information for particular groups.*

## 4. Admission arrangements

*Please refer to our Admissions Policy which is on our School Website.*

## 5. Specialist SEN provision

We have a Teaching Team who is very experienced and trained in supporting children. We have a number of specialist teaching groups to support numeracy and literacy skills.

Members of our staff work with children to provide SEN provision and support.

We are committed to whole school inclusion. For more information on our provision, see section 7.

We have links with several agencies and people who specialise in assessing children with difficulties and who can support them in depth.

## 6. Identification of pupils needs

### Identification

See definition of Special Educational Needs at start of policy.

### A graduated approach:

Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as possibly having SEN they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.

c) The child’s class teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will require.

f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school’s SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

i) Progress meetings with parents and class teacher can be used - if necessary or on request - to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child’s needs and progress being made.

### SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil’s school record. The aim of formally identifying a pupil with SEN is to help the school to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

* + Assess
	+ Plan
	+ Do
	+ Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### Assess

This involves clearly analysing our pupils’ needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil’s views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school’s information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### Do

The class teachers remain responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support, with further assessment of the pupil’s strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil’s progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

ILPs (Individual Learning Plans) are usually put in place for a child in the “Assess / Plan / Do / Review” stage by the class teacher. The voice of the pupil and of the parents or carers must be included when drafting a support plan. ILPs should be reviewed termly by the class teacher.

### Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

Parents

Teachers

SENCO

Social Care

Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.afcinfo.org.uk/local_offer>
<https://www.sutton.gov.uk/info/200611/suttons_local_offer>

***Education, Health and Care Plans [EHC Plan]***

*a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child’s needs are not being met by the support that is ordinarily available. The school and the child’s parents will be involved developing and producing the plan.*

*b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.*

*c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil’s formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.*

## 7. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child’s parents for other flexible arrangements to be made.

Our School Curriculum is reviewed regularly ensuring that all children have access to a broad and balanced curriculum.

### School Provision Map

As a school we:

* Ensure that staff are fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports, teacher feedback and parental information.
* Provide training and learning opportunities for staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
* Make use of all class facilities and space
* Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
* Make sure that individual or group support is available where it is felt that pupils would benefit from this provision.

### ILPs

At the Study School, we usually monitor and support pupils with AEN with an Individual Learning Plan detailing:

* Short term targets
* Teaching strategies to be used
* Extra provision
* Assessment arrangements / success criteria

## 8. Inclusion of pupils with SEN

The *Head Teacher* oversees the school’s policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Head Teacher to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

Pupils at the Study School have equal access to all curricular and extra-curricular activities so that all our children have an equal opportunity to succeed.

## 9. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

At the Study School, we have many different ways of gathering information to evaluate the success of our SEN provision. We have a provision management approach, involving the mapping of SEN provision, monitoring, review and evaluation of interventions used to support pupils and deployment of staff and resources to ensure our children achieve.

The information gained from provision management is used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes.

## 10. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint, using the official Complaints Policy and Procedures.

## 11. In service training (CPD- Continuous Professional Development)

We aim to keep all school staff up to date with relevant developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes:

* Individual training in response to need.
* Staff training and INSET

## 12. Links to support services

We can access support from outside agencies to aid pupils with SEN and to help families deal with the needs of their children at home through strong networking and partnerships.

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of our SENCO who will then inform the child’s parents.

## 13. Working in partnerships with parents

At The Study School we believe that a close working relationship with parents is vital in order to ensure

a) Early and accurate identification and assessment of SEN leading to the correct intervention and provision

b) Continuing social and academic progress of children with SEN

c) Personal and academic targets are set and met effectively

We value our partnership with our parents and carers. We are always ready to listen and respond to any questions and concern that parents and carers may have. We have process, procedures and established partnerships to support our children if and when required.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil’s needs.

## 14. Links with other agencies and voluntary organisations

The Study School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The Head Teacher/SENCO is the designated person responsible for liaising with the following:

* Education Psychology Service
* Behaviour Support Service
* Social Services
* Speech and Language Service
* Language and Learning Support Service

## 15. Additional welfare needs

The School recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The School’s anti-bullying policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

If parents are concerned about their child's welfare they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

* assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
* pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
* there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's safeguarding and child protection policy and procedures.

## 16. Disability

The School recognises that some pupils with special education needs or learning difficulties may also have a disability. Pupils and parents are referred to the School's accessibility policy.

The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However if, despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request that parents withdraw their child from the School.

# EAL Policy

*This statement details our vision to identify and meet the needs of those students at The Study School classed as ‘English as an Additional Language’ (commonly referred to as ‘EAL’). That is, students who have a first / home language other than English and who are in the process of learning and using English as an additional language through the curriculum and the broader life of the school.*

## 1. Aims

The Study School is committed to meeting the needs of students with English as an Additional Language. At The Study School, we welcome applications from students for whom English is not their first language or is not the principal language spoken at home. We welcome the diversity brought to our community by different cultures.

Whilst being clear that EAL is not SEN (‘special need’) or a ‘learning difficulty’, the school acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Therefore we will endeavour at all times to:

* Ensure EAL students have full access to the curriculum (and other School opportunities).
* Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential.
* Provide our EAL students – particularly those who are International New Arrivals - with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

## 2. Terminology

* **EAL** is an umbrella term that refers to any student learning and using English as an additional or second language.
* Within this, there is a more vulnerable group of students we term as **‘International New Arrivals’** → abbreviated as **INA**. This refers specifically to students who have entered the UK within the past two years.
* There are also a number of terms that can be useful when describing the background of EAL students:
	+ ‘first generation’ – meaning they were born in another country and have since resettled in the UK with their family.
	+ ‘second or third generation’ – meaning they were born in the UK into a migrant or ‘dual-heritage’ family.
	+ ‘migrant worker’ – those who have moved for economic betterment.
	+ ‘asylum seeker’ / ‘refugee’ – those who have moved to escape famine, persecution and other tragic events.

## 3. Context

A variety of first languages, other than English, are spoken by students in our School. The most common language is Korean. Other groups of languages typically come from the same family and a few of our children have one parent with an additional language who may or may not use it whilst communicating with the child.

## 4. Key Principles

For citizens and residents of the UK, acquisition of the English language is crucial to the fulfilling of academic potential / raising of economic prospects and being included in the daily life of the school community, and wider public society. At the Study School, we view the fulfilment of this amongst EAL students to be a part of our sense of mission.

* EAL students may take approximately 5 – 7 years of English-speaking education to acquire academically-fluent English. This will occur naturally through a nurturing immersion rather than segregated intervention. The rate of acquisition can be maximised but not necessarily accelerated.
* EAL students have a temporary additional need which is primarily language acquisition – it is separate / distinct from typical additional needs but with crossover points. EAL students are not automatically SEN or ‘special educational needs’, and should not be labelled / treat in this way.
* EAL students are not automatically ‘lower ability’ – and should not be labelled in this way.
* EAL students will have potential strengths as well as additional needs.
* There is a social-emotional and cultural dimension to catering for the needs of EAL students

## 5. Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL students’ achievement and inclusion. Currently the designated ‘EAL Co-ordinator’ is the SENCO who oversees development and day-to-day coordination of EAL provision..

Responsibilities of the designated ‘EAL Coordinator’ include:

* Identifying incoming EAL students.
* Bringing the presence and needs of current EAL students to the attention of colleagues.
* Ensuring that EAL students are integrated into mainstream classes and have full access to the curriculum.
* Maintaining a register of EAL students.

## 6. Approach to Teaching & Learning

* Every teacher will encounter students who do not use English as their first language.To be successful, we will have to nurture language development - as well as teaching our subject.
* Every teacher will encounter students from other countries who will often have very different educational experiences in terms of length & focus and style of previous learning. To be successful, we will have to coach students in how to learn - as well as teaching our subject.
* Every teacher will encounter students who having moved countries – are undergoing the challenge and stress of social integration.To be successful, we will have to build stable and productive social groups – as well as teaching our subject.
* We recognise that many students will supplement their English language tuition at The Study School with tuition at language schools in the evenings, at weekends and during holidays. This practice is encouraged and will have obvious benefits.

## 7. Placement

We recognise that EAL students, who may be new to English and to the UK, need support and stability as they start school. However, we recognise that EAL students:

* Have a right to a full timetable, with equal access to the whole curriculum.
* Are best placed in groups with fluent English speakers who will provide them with good models of language.
* Should be placed in sets in line with their intellectual/cognitive abilities first, language and literacy skills second.
* Are not automatically placed with Learning Support / SEN students for reasons of LSA support or smaller groups.
* Are not placed in teaching groups based on one standalone test / assessment.

INA students will require, as a priority, calm supportive classes to meet their social-emotional needs during the first 6 to 12 months of education. This should take precedence over educational issues.

## 8. Admissions, Identification and Tracking

* The usual admissions procedures apply in respect of Conditions of Entry to The Study School.

## 9. Resources

* A range of resources are required to support students’ English language skills including key word lists, visual cues and a range of language & literacy interventions if and when needed.

# Version Control

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| Date of adoption of this policy | September 2018 |
| Date of last review of this policy | September 2019 |
| Date for next review of this policy | January 2020 |
| Policy owner (SLT) | SENCO  |
| Policy owner (Proprietor) | Proprietor |