



4.10

EAL and EHCP

Policy for pupils with English as an Additional Language and pupils with an Education Health Care Plan

This policy applies to all children at the school, EYFS to Y8. It has regard to the SEND Code of Practice (September 2015)

AIMS

- Every child, regardless of ethnicity or specific need, has the right to a broad balanced and relevant curriculum and equal access to assessment procedures.
- As a school, we will work in partnership with the Local Authority (LA), parents, community groups and other agencies to ensure that every child who has English as an Additional Language (EAL) including those from ethnic minorities, or who has an Education Health Care Plan (EHCP) is expected and encouraged to achieve their potential
- Whole school strategies are in place to encourage;
 - The development of the cultural, religious and personal identities of all learners
 - An ethos of mutual respect, tolerance and respect of those with different faiths and have a clear and consistent approach to combating racism across the whole school, with a focus on prevention
 - High expectations, underpinned by the use of data to monitor the achievement of particular groups of children to pinpoint and tackle under performance of EAL pupils including those from minority ethnic groups
 - Effective support for bilingual learners
 - To promote fundamental British values of democracy, the rule of law and individual liberty
 - Parents/carers and the wider community to play a full part in the life and development of the school

OBJECTIVES

- The effective implementation of relevant acts and guidance across the whole school, seeking both to ensure equality of opportunity for all pupils and to eliminate prejudice and discrimination.
- To monitor the progress of all pupils, identifying needs at an early stage and providing high quality individual support wherever possible, along with monitoring progress against non-EAL pupils in our school.
- To provide full access to the curriculum through differentiated planning by class teachers with support from the Learning Support Department,
- To involve pupils in any planning and decision-making that affects them,
- To involve parents/carers at every stage in the plans to meet their child's needs and maximize potential.
- To provide specific input, matched to individual needs, for those pupils where English is not the first language.

Pupils with English as an Additional Language

Definition

'First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become.'

School census preparation and guidance for 2007 (DfES 2007):

Identification and Assessment of pupils whose first language is not English

"A child must not be regarded as having a learning difficulty because the language or form of language of the home is different from the language in which he or she is or will be taught."

Section 156, the Education Act 1993

A pupil who has English as an Additional Language (EAL) is no more likely to have Special Education Needs (SEN) than any other pupils. However, they will be included in the SEN audit of the school if additional, identifiable SEN compound their needs. In these cases, the identification, assessment and response to these needs will be put into place.

Curriculum planning and the teaching process

All pupils have curriculum learning needs, but EAL learners also have language-learning needs. The Head of Learning Support will act as a contact point and source of information in this regard. They will also attend relevant INSET and feedback to staff and parents.

The Head of Learning Support will co-ordinate:

- Discussions with class teachers, to decide on the most effective strategies to promote the learning of English across the curriculum
- A range of learning activities in the classroom, in small groups or one-to-one, as appropriate
- Classroom activities so that EAL pupils can work collaboratively with their peers, in pairs or groups, where talk and interaction are central to the learning process
- The development of specific resources and differentiated materials, with dual language texts if appropriate, to enable them to participate in all classroom tasks.

Pupils entering the school with an Education Health Care Plan (EHCP)

The school will admit a limited number of pupils with an EHCP related to a Specific Learning Difficulty (SpLD) issued by a Local Authority. These pupils will be admitted after careful consideration as to whether they will be able to perform independently in the normal differentiated classroom with appropriate support.

EHCP pupils will be registered as SEN on the school Learning Support List. They will have an IEP/PPM (Individual Education Plan / Pupil Provision Map) devised for them after consultation with parents and the pupil if appropriate. The IEP/PPM will include targets identified in the EHCP and will be implemented as far as possible within the normal classroom setting.

Annual Review of EHCP

All EHC plans will be reviewed annually with parents, the pupil if appropriate, relevant professionals, the LA and the school to consider whether any necessary amendments should be made. The review meeting should focus on what the pupil has achieved as well as ongoing difficulties that need to be resolved.

Evaluation

The success of the school's EAL and EHCP policy, in terms of both the effectiveness of provision, and value for money, will be judged against the objectives stated earlier and will be regularly reviewed.

This policy (or Handbook) was updated on	Signed on behalf of the School/Nursery	Date for next review
20/11/22	<i>G Jackson</i>	20/11/23