

Bassett House School

S2G – Special Educational Needs & Disabilities and EAL Policy

Revised September 2025



Executive Summary

1.1 The SEND (Special Educational Needs and Disabilities) and EAL (English as an Additional Language) Policy at Bassett House School reflects our commitment to providing an inclusive, supportive, and effective learning environment for all pupils, regardless of their individual needs. The policy is designed to ensure that children with SEND and EAL are given equal access to a high-quality education, tailored to their unique learning requirements.

1.2 Our approach is rooted in the belief that every child deserves the opportunity to achieve their full potential. For pupils with SEND, we offer personalized support through a range of strategies, including differentiated teaching, targeted interventions, and, where necessary, specialised resources and expert input. The school works collaboratively with parents, external agencies, and professionals to ensure each pupil receives the appropriate support.

1.3 For pupils with EAL, we focus on creating an inclusive environment that respects linguistic diversity while promoting language development and integration. We provide support through language development programs and differentiated curriculum delivery, helping EAL learners to develop proficiency in English while accessing the broader curriculum.

1.4 Key components of our policy include:

- Early identification and assessment of SEND and EAL needs.
- Development of personalised learning plans and targeted interventions.
- Ongoing professional development for staff to enhance their understanding and practice in supporting SEND and EAL students.
- Regular communication and collaboration with parents and external professionals.
- Monitoring and evaluating the effectiveness of support and interventions to ensure continuous improvement.

Through this policy, Bassett House School reaffirms its dedication to fostering an inclusive school community where every child can thrive academically, socially, and emotionally.

2.1 The Special Needs Policy at Bassett House School pays due regard to:

- Independent School Standards Regulations (2014)
- Statutory Framework for the Early Years Foundation Stage (2021)
- Special Educational Needs and Disability Regulations 2014
- The Education (Independent School Standards) (England) (Amendment) Regulations currently in force.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and 2004 and Special Educational Needs and Disability Act 2001
- Special Educational Needs and Disability Code of Practice: 0 to 25 years: statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

2.2. The SEND code of practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. It also contains advice and guidance concerning the Equality Act.

2.3 This policy applies to the whole School including the Early Years Foundation Stage (EYFS) along with all activities provided by the school, including those outside of the normal school hours.

Principles:

Bassett House is an inclusive school, determined to meet the needs of all our pupils.

3.1 Through our SEN policy, we aim to:

- identify any learning, physical or emotional difficulties as early as possible and offer appropriate provision
- recognise that certain children have specific needs which call for special educational provision
- give every child with special educational needs the greatest possible access to a broad and balanced school curriculum, in order to fulfil their potential
- maintain a whole school approach in which all staff support pupils with SEN
- differentiate and plan lessons accordingly to address potential areas of difficulty and to remove barriers to pupil achievement
- maintain a clear approach to identifying and responding to SEN
- ensure that the identification of SEN will be built into the overall approach to monitoring the progress and development of all pupils
- enable all children to achieve and make progress
- enable all children to feel successful and to develop their self-esteem and self- confidence
- analyse possible SEND interventions using a 4 step graduated 'wave' response
- inform parents at an early stage if their child is experiencing difficulties
- acknowledge the role parents have in their child's learning
- work in partnership with parents so that they may support their child's learning

Definition of Special Educational Needs:

3.2 As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.

3.3 The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people.

3.4 Independent schools are required to follow the Special Educational Needs and Disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: 2015).

3.5 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

3.6 Pupils who might require additional support at Bassett House School include:

- pupils with specific learning differences e.g. dyslexia, dyscalculia and dyspraxia
- pupils with social, emotional, or mental health needs
- pupils with hearing and/or visual impairment
- pupils with specific physical and medical conditions

3.7 Our school regularly reviews and evaluates the quality and breadth of the support we can offer or can access for children with SEN or disabilities.

3.8 We give careful consideration in advance to what disabled children and young people we can accommodate in our independent school.

Special Educational Needs & Disabilities Coordinator (SENDCO)

3.9 Mr Russell Friese, a member of the Senior Leadership Team, is the Acting SENDCO at Bassett House School.

The SENDCO's principal role is to:

- Oversee the day-to-day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Liaise with and advise staff on the graduated approach to providing SEN support
- Liaising with parents of pupils with SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the local authority and its support services
- Work with the Head and school governors to ensure that the school continues to meet its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all pupils with SEN up to date
- Oversee the records for all pupils with special educational needs
- Support staff in developing strategies to meet effectively the learning needs of all pupils at Bassett House School.

Early Identification and Early Intervention

4.1 The early identification of any learning difficulties along with appropriate intervention is crucial to ensuring that children make the best possible progress.

4.2 Bassett House School aims to maintain and develop the self-esteem of all children, whilst helping them to achieve and make progress to the very best of their ability. In order to achieve this, the parents of any pupil who is encountering difficulties are invited to the school to discuss matters with the child's teacher and SENDCo at an early stage.

4.3 As part of this process the school delivers specific screening for Phonics for all pupils in Year 1 and for Dyslexia for all pupils in Year 3 and may use a variety of recognised specific learning difficulty tests to inform decision making and planning for specific children, in consultation with parents and carers.

Identification Procedures

4.4 The school uses a 4 stage graduated 'wave' response for the identification and remediation of special needs. Any member of staff with a concern about a child must use the following procedure.

4.5 Initial Concerns

- Any staff member can raise an initial concern but the class teacher takes overall responsibility for ensuring that these concerns are followed up.
- Assessment data must be carefully scrutinised by teachers to identify any pupils who are not making the expected progress. Any child with potential difficulties must be highlighted and brought to the attention of the SENDCO by the class teacher.
- If a member of staff has cause for concern about a child this must first be raised with the child's class teacher. The class teacher must then notify the SENDCO naming the child and listing the cause for concern.

4.6 Wave 1 – Inclusive quality first teaching

When a teacher highlights a child as a cause for concern they must then incorporate specific activities into lesson plans to address the issues raised. Samples of work must be kept as evidence of approaches used and the progress made. The SENDCO is available to help with resources and teaching strategies if required to do so.

- The child will be reviewed termly with the SENDCO and the class teacher/specialist teacher.
- At this stage, parents may be informed by the class teacher of the concerns and suggestions for home-school support will be discussed, if appropriate.
- Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson whilst new vocabulary will be carefully explained
- Use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning
- Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

4.7 Wave 2 – Additional interventions (Special Educational Needs register and Individual Education Plans)

- A specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age related expectations
- After consultation with the class teacher, children whose individual difficulties cause ongoing and persistent concern are placed on the school's Register of Special Educational Needs.
- When agreed in writing with the parents, the child will receive additional 1:1 interventions. There is an additional fee per lesson.

4.8 An IEP (Individual Education Plan) will be written by the child's form teacher in collaboration with the SENDCO to make appropriate provision for their needs. Children may also be involved in setting targets.

4.9 All IEPs will show a SMART approach and therefore will be:

- Specific
- Measurable
- Attainable
- Realistic
- Time bound

4.10 The IEP will highlight strengths and weaknesses, teaching strategies and resources and will be shared with all relevant teaching staff as well as the parents of the child.

- Any recommendations to involve external specialists will be discussed and agreed with the child's parents.
- Planning by teachers reflects the IEP.
- The relevant teacher, with support from the SENDCO, will make any necessary arrangements for school trips or examinations, taking into account the individual SEND needs of the child.
- On review of targets and progress, the child may remain on the SEND school register or, if the difficulties are resolved, may be removed from the register.

4.11 Wave 3 - Additional highly personalised interventions (to potentially include external assessments)

- Targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include further 1:1 or specialist interventions
- When a child's problems persist, despite intervention by the school, further action and an assessment by an external specialist may be necessary.
- Parents may be advised that an assessment from an external professional is recommended to gain a more in-depth analysis of a child's difficulties. This usually involves assessment by, and subsequently regular work with, an educational psychologist, clinical psychologist, speech therapist or occupational therapist and may include other professionals.
- Parents will share any reports with the SENDCO and any specific recommendations will be shared with the relevant teaching staff. This enables specialist and class teachers to ensure that teaching is closely matched to the child's needs and learning style.
- If a child fails to make appropriate progress or the school cannot meet the needs of a child despite reasonable adjustments and intervention, provision in a specialist setting may be recommended to parents by the Head. As stated in the BHS Admissions Policy, a child remaining at the school is always at the discretion of the Head.

- All staff that work with children must ensure they have read all the professional reports available to the school and must incorporate this advice into their management and teaching of the child.
- Children who qualify for examination concessions, e.g. extra time in exams/movement breaks, must also use these concessions in internal timed assessments and the teacher should monitor their work to ensure these concessions are being used effectively.
- Children who qualify for laptop access should use this for all lengthy pieces of work in the classroom in order that it becomes their normal way of working in the school setting.

4.12 Wave 4 – EHC Plans

- In some cases, individual pupils may qualify for an Educational Health Care Plan from their Local Authority
- Prior to a pupil starting, a local Authority may have concluded that a child with an EHC plan is best educated at Bassett House.
- If, after becoming a pupil, the school or parents consider a child eligible for an EHC plan, an application should be submitted by the parents to the child's Local Authority. The school will assist with this application.
- If an EHCP is granted the SENDCO and the child's teachers must ensure that the school is making the necessary provisions for the child as defined in the EHC plan, implement strategies where specified and liaise with the parents to ensure outside agencies are providing support according to the specification in the EHC plan.
- The school holds an annual review of the plan with the parents. The Local Authority and any relevant specialists are also invited to this meeting.

The Graduated Approach to responding to Special needs:

5.1 In practical situations of our school inclusive of the Early Years Foundation Stage we do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes. Our school recognises emerging difficulties arising with young people and responds promptly. We understand parents know their children best and we respond when parents express concerns about their child's development. We listen to and address any concerns raised by children themselves. The model of action and intervention in our school, inclusive of the EYFS, has a graduated approach to help children who have Special Educational Needs.

5.2 Our approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

5.3 We are following the principle of the current guidance (SEN code of practice 2015) by using this graduated approach (which replaces School Action and School Action Plus) to identify and support our children with Special Educational Needs. In our school, the graduated approach is led and coordinated by the SENCO. Where we identify a child as having SEN in our school, we take action to remove barriers to learning and put effective special educational provision in place. The support provided takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what support the pupil requires to make good progress and secure good outcomes.

5.4 This 4 part cycle is known as 'Assess, plan, do, review'

5.5 Assess

- In identifying a child as needing SEN support the class or subject teacher, working with the school SENDCO, will carry out a clear analysis of the pupil's needs.
- This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress, attainment, and behaviour.
- It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.
- Our school will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that our support and intervention are tailored to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

5.6 Plan

- When our school has decided to provide a pupil with SEN support, we will then formally notify parents, although parents will often have already been involved in forming the assessment of needs as outlined above.
- The teacher and the SENDCO will agree in consultation with the parent the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, and this will be regularly reviewed.

- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded within our documentation.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, home strategies will be included to reinforce or contribute to progress.

5.7 Do

- The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The school SENDCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

5.8 Review

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed. The impact and quality of the support and interventions will be evaluated, along with the views of the parents. This will feed back into the analysis of the pupil's needs.
- The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Observations

5.9 In addition, where it is deemed necessary, a child may be observed in the course of their normal class or playground activities, either by a member of the SEND team or an external agent such as an educational psychologist.

5.10 Records are kept of these observations, and of all consultations with parents, staff and other professionals. These inform planning in order to meet the needs of individual children. Information gathered may be shared with other professionals with parental permission. The records we keep are available to the child's parents on request.

Methods of SEND provision

6.1 At Bassett House School, different types of provision are employed to support children who have been identified as having Special Educational Needs.

6.2 These types of provision are tailored both to the child's needs and the subject area. Methods include:

- In-class intervention in which children are not withdrawn from the lesson but provided with extra support within the lessons to access the curriculum and meet achievement targets
- Small group support in which a few children of similar attainment and ability are given extra tuition and practice in specific areas.
- One-to-one support in which some children are withdrawn to receive additional tuition and practice in specific areas

EYFS and SEND

7.1 For staff working with the youngest children in the school, observation plays a particularly important role in identifying any difficulties. All EYFS staff contribute to discussions about the progress of pupils and may raise concerns at any time. At this age, particular attention is given to speech and language skills and motor coordination.

7.2 The Nursery and Reception classes follow the statutory framework for children aged 3-5 years. This includes following the safeguarding (See Safeguarding policy) and welfare requirements of the EYFS and the learning and development requirements. It is also the duty of all adults working with the children to promote equality of opportunity.

7.3 The Early Years children are assessed against the Early Learning Goals at the end of the Reception year. The final EYFS judgements are shared with parents and Key Stage 1 teachers in preparation for transition into Year 1. The local authority can also request the school to provide EYFS data.

7.4 Reception children complete an online assessment (BASE) at the beginning of the year to establish a baseline assessment and to help teachers gather information on the current abilities of the children. The process is repeated again at the end of the year to show the progress the children have made from the start to the end of the year.

7.5 The aim is always to identify, at the earliest stage, any pupils who may not be at the expected levels of development for their age or pupils who may not be making the expected progress. Due consideration is given to those pupils who are 'summer born' and therefore young in the year group.

Emotional and Behavioural Difficulties

7.6 We acknowledge that the profile for every child with these types of difficulties is different and unique. Our provision for these children takes this into account and is holistically tailored to the needs of the individual. We recognise that issues such as these could be due to a range of different factors which encompass:

- Social and environmental issues such as family breakdown or bereavement
- Speech, language and communication needs (SLCN)
- Emotional, health and social difficulties such as some traits of ADHD and ASC

Social and environmental issues

7.7 Our school will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe.

7.8 Our school will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties our school shall consider whether the child might have SEN. Whilst slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN, they may be an indicator of a range of learning difficulties or disabilities.

Speech, language and communication issues

7.9 We recognise individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Condition (ASC) may have needs across all areas, including particular sensory requirements.

7.10 A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

SEN leading to emotional difficulties

7.11 Our school will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Roles

8.1 In order to give every child with special educational needs access to a broad and balanced curriculum, staff support pupils in the following ways:

The Form Teacher

- Creates a supportive classroom ethos
- Gives the child opportunities to achieve in areas of strength
- Helps to maintain a high degree of self-esteem in the child
- Is involved in identifying pupils giving cause for concern
- Differentiates work for children
- Liaises with the SENDCO and parents and records discussions and decisions made
- Liaises with the SENDCO and any support teacher for strategies
- Liaises with the SENDCO to write IEPs which are reviewed termly

Parents

8.2 The school always aims to work in close partnership with parents and to keep parents fully informed about all aspects of their child's education. The SENDCO and the class teacher will liaise with the child's parents and work in partnership at all stages of the identification and assessment of any specific learning difficulties. They will endeavour to keep parents informed of any interventions taking place, progress being made and offer advice if intervention from external professionals is necessary.

8.3 When a child has been identified as having any learning difficulty, the SENDCO and the class teacher will liaise with the child's parents to discuss what has been identified and any plans for support and intervention.

8.4 Parents will also be advised on how they may support their child's learning at home. This may include arranging an assessment by an educational psychologist, clinical psychologist, speech therapist, occupational therapist or other professional.

8.5 Parent/Teacher meetings are held in the Autumn and Spring terms and a full school report is sent to parents at the end of the summer term. Opportunities are also available for parents to meet with any member of the teaching staff, at a mutually convenient time, to discuss any other concerns that may arise.

Admissions

8.6 When children are offered a place at Bassett House School regardless of their age, parents are required to notify the school in writing of any known difficulties their child may have which could affect their ability to learn.

8.7 Difficulties may be connected with language and communication e.g. previous speech therapy or may be medical, related to diet or be of a physiological or psychological nature. All information is carefully noted. On some occasions further information may be requested from parents to ensure the school is able to meet the needs of the child or to ascertain what reasonable adjustments the school may need to make. If previous specialist assessments have been conducted, the reports need to be provided to the school by the parents.

8.8 If the school is asked to accept a child who has specific needs due to a known disability, the decision to admit the child is always made by the headmistress. This follows a meeting with the parents in order to ascertain the level of disability and whether the school is able, with reasonable adjustments, to ensure the child has access to all areas of the curriculum and can meet the child's needs.

8.9 Any information pertaining to additional needs, for example, SALT, OT and Educational Psychologists reports must be shared with the school prior to the offer of a place.

8.10 The management of the child's needs has to be balanced against the physical constraints of the buildings and the level of support that the school is able to give so the child can learn and is safe. Where it is felt that the child could benefit from what the school can offer, then the child will be accepted into the school. However, the Head may feel that the school will not be able to educate the child appropriately, due to constraints of the building, or an inability to provide sufficient individual support to the pupil for any other reason. If this is the case, the parents will be provided with the reasons leading to the conclusion that Bassett House is not suitable for their child.

English as an Additional Language Provision (EAL)

9.1 Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Our school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However, difficulties related solely to limitations in English as an additional language are not classed as SEN.

9.2 The term EAL is used when referring to pupils who have a home language other than English and who use, or are learning to use, English as an additional language. This policy may also be applied to children who only speak English but may have learnt English from a parent or carer who does not have English as a first language.

9.3 This section of the policy details the school's aims, objectives and strategies to meet the needs of such pupils. Throughout this policy, and in other related policies and documents, these pupils are referred to as EAL pupils. Also see Inclusion Policy, Equal Opportunity & Cultural Diversity Policy.

Aims

9.4 The school is committed to making appropriate provision for pupils for whom English is an additional language.

9.5 The school aims to ensure that all EAL pupils are, over time, able to:

- use English confidently and competently
- use English as a means of learning across the curriculum
- where appropriate, make use of their knowledge of other languages
- feel safe, settled, valued with a sense of belonging to their class, school and wider community

9.6 It also aims

- to identify and make maximum use of opportunities for modelling fluent English, encouraging pupils to practise and extend their use of English
- to give all pupils the opportunity to overcome any language barrier
- to welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school
- to implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum
- to encourage and enable parental support in improving children's attainment

Principles of learning

9.7 The key principles of the school's approach to EAL are embodied in the school's primary aims.

These are to:

- help pupils to develop their skills and abilities, intellectually, emotionally and socially
- provide inclusive teaching which makes learning challenging and engaging, enabling all pupils to reach their potential

9.8 This policy is an integral part of the school's broader aims to provide maximum educational opportunity for all pupils and reinforces the school's commitment to equality and providing an environment in which all pupils are enabled to realise their potential.

9.9 Key principles:

- high expectations and tasks that stretch the child intellectually
- language develops best when used in purposeful contexts across the curriculum
- effective use of language is crucial to the teaching and learning of every subject
- access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored
- the use of support time for pupils is best seen as an integral part of curriculum and lesson planning
- all languages, accents and cultures are equally valued
- parents and the wider community are positively encouraged to play a full part in the life and development of the school

Procedure on admission for EAL children

9.10 The school's normal admission procedures are followed, in addition the following information is gathered about:

- the pupils' linguistic background and competence in other languages via a language questionnaire completed by the parents on the child's entry to school (BHS Language Questionnaire attached)
- the pupils' previous educational and schooling experience
- the pupils' family background
- the school's EAL coordinator will collate this information and may also conduct an informal oral interview. This interview may be recorded as evidence and saved on Google drive.
- the school's EAL coordinator is responsible for ensuring that regular assessment of EAL children takes place and progress is recorded using the assessment tracker completed by the form teachers.
- form teachers assess pupils' competence at the beginning of the autumn term and again at the end of the summer term. These assessments are recorded by the form teacher.

9.11 Provision for EAL children

- The literacy teacher of the child will assess the child's stage of English fluency using the tracking document for the school
- Form teachers in conjunction with other staff, including the EAL coordinator, will assess and identify needs and set teaching objectives and strategies appropriate to the pupil's stage of learning
- All teachers and support staff will implement the teaching strategies for children learning EAL

9.12 EAL pupils will

- Have access to the whole curriculum
- be taught with their peers
- be placed in groups with fluent English speakers to provide them with good language models
- will not automatically be placed with pupils with special needs

Teaching and learning

9.13 It is the responsibility of all staff to ensure that the needs of EAL children are met, usually through differentiation. Best practice advocates that pupils will make the most rapid progress when engaged with their peers and not when working in isolation or being tutored one to one. However, some guided group work and occasional one to one sessions may take place if deemed appropriate for the child concerned.

9.14 Lesson plans should identify the fundamental objectives and provide differentiated opportunities matched to individual EAL pupil's needs.

9.15 Staff will use a wide range of practical activities and approaches, including:

- activities which create links between new learning and what is already known
- visual material, particularly material which communicates key concepts and interconnections
- activities which involve pupils in using language from an early point of the lesson onwards
- activities that involve sorting, matching, selecting, comparing and reasoning
- activities which involve pupils exploring and expressing concepts through practical and manipulative activities
- problem-solving tasks that are cognitively demanding and challenging even though the language for them may be reduced in length or grammatical complexity
- attention to the development of academic English skills, for example through the use of writing frames or through working with subject related texts
- collaborative group work to engage pupils in genuine communication and exploratory talk, and in order to assist them to internalise key concepts and specialist terminology.
- grouping children to ensure that EAL pupils hear good models of English
- ICT activities that help communicate meaning, and that support the development of language and the learning of curriculum content at the same time
- activities that require genuine communication, argument, thinking aloud and talking things through.

In addition staff will

- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- recognise that EAL pupils need more time to process answers allow pupils to use their mother tongue to explore concepts
- give newly arrived children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)

EYFS

9.16 In the EYFS pupils learning English as an additional language are also supported by:

- building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- the provision of a range of opportunities for children to engage in meaningful speaking and listening activities with native speakers
- the provision of activities which build on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other

- the provision of a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- the provision of bilingual support, where possible, to extend vocabulary
- the provision of opportunities for children to hear their home languages as well as English

Digital Learning Links

9.17 Digital Learning will be used, where appropriate, to enhance teaching and learning. Pupils will be given opportunities to apply and develop their ICT capability by using ICT tools to support their learning through a variety of ICT based tasks.

Such activities may include:

- the use of an interactive whiteboard to introduce or reinforce concepts
- the use of laptops to aid research and presentation of work
- the use of presentation software to improve pupils understanding and create a real life audience for work
- the use of internet resources to develop and enhance both learning and teaching
- the use of communication devices to encourage speaking, listening and interaction

The Head of Digital Learning will share appropriate resources to develop ICT links within specific subject. The Head of Digital Learning will also provide support and offer advice guidance to support cross-curricular ICT.

Special educational needs and gifted and talented pupils

9.18 The school recognises that most EAL pupils need additional support but do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to the school's SEN provision.

Similarly, the school recognises that there may be EAL pupils who are gifted and talented even though they may not be fully fluent in English.

Staff development

9.19 The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and coordinated.

Review

Policy reviewed	September 2025
Policy agreed and adopted by governors	September 2025
Next policy review	August 2026