



**St Faith's**  
PREP SCHOOL

### LEARNING ENHANCEMENT POLICY

<b>Date of Policy</b>	February 2024
<b>Member of staff responsible</b>	Yvette Allen
<b>Role</b>	Head of Learning Enhancement
<b>Last Review</b>	Significant changes
February 2025	No updates

## Introduction

St Faith's Prep school is committed to the equal treatment of all pupils including those with Special Educational Needs (SEN) and Disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- ✚ Using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- ✚ Not treating disabled pupils less favourably than their peers
- ✚ Making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matter of admission and education
- ✚ Ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities
- ✚ Ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the school has had regard to the following guidance and advice:

- ✚ Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- ✚ Equality Act 2010
- ✚ Children and Families Act 2014
- ✚ Statutory framework for the early years foundation stage (April 2017)

This policy should read in conjunction with the School's Admissions, Safeguarding, Equal Opportunities, Curriculum, Behaviour, EYFS inclusion policies and SENDA.

## Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for adjusted, either integrated or enhanced educational provision to be made for them. In accordance with the Children and Families Act 2014, 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 children of the same age;
- b. have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools and early years provisions.
- c. are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children will 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 school's support for those children whose first language is not English is detailed in the EAL section of this policy.

Special educational needs may relate to one or more of the following areas of need:

- ✚ communication and interaction;
- ✚ cognition and learning;
- ✚ social, emotional and mental health;
- ✚ sensory and/or physical needs;

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled and not all disabled pupils have SEN. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

## Governor and staff responsibilities

Wishford Governance is responsible for overseeing school policy, its implementation and provision for pupils with SEN and disability.

The Head is responsible for overseeing all aspects of the School's SEN provision and keeping Wishford Governance fully informed of the implementation of the School's policy in practice.

The Head of Learning Enhancement is Yvette Allen, who is member of the senior leadership team. She will be supported by Lydia Johnson. Their responsibilities include:

- ✚ determining the strategic development of the SEN and Disability policy and provision in the School, together with the Head and Wishford Governance
- ✚ having overall day-to-day responsibility for the operation of the SEN and disability policy
- ✚ coordinating specific provision for children with SEN and disabilities, including those who have EHC plans
- ✚ ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- ✚ ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practice is appropriate
- ✚ ensuring parental insights are considered by the School to support their child's SEN and disability
- ✚ liaising with external professionals and agencies, as appropriate
- ✚ ensuring that the School keeps records of all pupils with SEN up to date.

The school's Learning Support Department consists of The Head of Department, Yvette Allen and nine teaching assistants. Outside agencies are invited in as necessary.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

### **Aims and objectives of provision for Pupils with SEND**

In making provision for pupils with SEN, our aims and objectives are:

- ✚ to create a learning environment that meets the learning needs of each child;
- ✚ to ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age;
- ✚ to ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities;
- ✚ to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational needs;
- ✚ to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- ✚ to enable all children, including those with SEN, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- ✚ to ensure that parents or carers are able to play their part in supporting their child's education;
- ✚ to ensure that our children have a voice in deciding how their individual needs might best be met;
- ✚ to ensure that all necessary resources are made available to meet pupils' individual needs.

### **Educational Inclusion**

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- ✚ have different educational and behavioural needs and aspirations;
- ✚ require different strategies for learning;
- ✚ acquire, assimilate and communicate information at different rates;
- ✚ need a range of different teaching approaches and experiences.
- ✚ Teachers respond to children's needs by:
  - ✚ providing support for children who need help with communication, language and literacy;
  - ✚ planning to meet children's individual learning needs by recognising a range of learning styles, including the kinaesthetic approach to learning, and using a wide range of teaching and learning strategies;
  - ✚ planning for children's full participation in learning, and in physical and practical activities;
  - ✚ helping children to manage their behaviour and to take part in learning effectively and safely;
  - ✚ helping individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.

### **Identifying and supporting pupil with SEN and disabilities**

The SEN Code of Practice 2014 describes a 'graduated response', on the part of schools and Early Years Settings, through which the provision made by the school or setting intensifies over time if the child continues to struggle to make progress, despite increasing levels of support.

Most children who join our Reception class have already been in receipt of pre-school educational provision where any particular individual needs may already have been assessed. All children are assessed through our normal processes when they enter our school; this is through a baseline assessment. From this we can build upon their prior learning and any special provision already made for them.

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN). However, where the school reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which is usually borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received. Parents are encouraged to seek guidance from the Head of Learning Enhancement to ensure that any external assessments are completed by recognised practitioners.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision, in place taking into account any advice from specialists.

When a child demonstrates behaviour that is consistently unacceptable, a pastoral support plan is drawn up and agreed with the child and parents providing a structure and success criteria for acceptable behaviour and reward for success. If, however, the plan which demonstrates reasonable adjustment is unsuccessful over the time allocated, then the subsequent steps of the behaviour policy must be implemented.

Early identification of special educational needs is vital. This is done by regular discussions with the class teacher and monitoring of assessments by the Head of Learning Enhancement and Deputy Head every half term. Wherever possible, we aim to meet children's learning needs through quality first teaching using differentiated planning, teaching and support, as part of our normal classroom practice.

Arrangements for special educational provision and support are made through the School's graduated approach to SEN support: assess - plan - do - review.

- ✚ **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to their need. This may involve the need for the child to be screened by the Head of Learning Enhancement. If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the children's needs and advice on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- ✚ **Plan:** Where it is decided to provide SEN support, the teacher and the Head of Learning Enhancement will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on the SEN provision map and SEN/Monitoring register. (See breakdown of waves 1, 2 and 3 below)
- ✚ **Do:** Teachers will work closely with the Head of Learning Enhancement to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child. (See how Waves 1, 2 and 3 are delivered below)
- ✚ **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed after a six-week cycle. Teachers, working with the Head of Learning Enhancement will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil as appropriate (see review of waves 1, 2 and 3 below).

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

The school offers three levels of support which are titled 'Wave 1, Wave 2 and Wave 3' (Wave 1 and 2 provide integrated provision and Wave 3 provides enhanced provision and is at a cost).

If a child experiences difficulty with a particular concept, then an additional session is given to the child at an appropriate or allocated intervention time. This is usually carried out by the class teacher (or an additional member

of staff that has been directed by the class teacher). This is sometimes referred to as Wave 1 provision: high quality, inclusive teaching. These are children who show occasional gaps in their knowledge but only need one or two additional sessions of support.

When a pupil or group of pupils need additional support to enable them to successfully gain lost ground in learning and catch up with age-related expectations, short-term tailored intervention programmes of approximately six weeks will be provided, often through the support of a teaching assistant or another member of the teaching staff. This is sometimes referred to as Wave 2 provision, and pupils in receipt of such intervention will not normally be considered to have special educational needs. The school teaching staff will offer interventions that are different from or additional to those provided as part of the school's usual working practices and the lessons are specifically planned to target the gaps. The provisions are planned, overseen and assessed by the Head of Learning Enhancement following the Assess, Plan, and Review cycle. If it is found that, after two six-week cycles of intervention, a child has not made their expected progress then parents are informed and further investigation into their learning may take place.

Wherever possible, we do not withdraw children from the classroom but there are times, however, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. If our assessments indicate or confirm that a child has a significant longer-term learning difficulty, we continue to use Wave 1 and 2 strategies to support them, but will also offer a more specialist individualised provision, designed to meet their specific needs. If children reach this stage then parents will be made fully aware of our concerns and are advised that a screening or full diagnostic assessment would be necessary. This is offered by the school at a cost. Details of charges are to be found in the School's Terms and Conditions. If the screening indicates a particular difficulty, the parents are advised to investigate further through an assessment by an Educational Psychologist or Paediatric Occupational Therapist. If specific needs are identified the children will be included on our register of SEN and if necessary the children are given one to one tuition, and parents are informed of the relative costs that accompany this. This level of support is referred to Wave 3 (or Early Years Action if children are in the Early Years Foundation Stage). The Head of Learning Enhancement will oversee the planning and provision for this pupil, and take the lead in further assessments of their needs.

Where the provision required differs significantly from our normal range of differentiated, inclusive strategies in the classroom, or where the pupil has specific specialist needs, any support the child requires will be recorded on a Personalised Plan which is generated through discussions with the pupil and parents. Some pupils receiving additional input through Wave One or Wave Two will not need Wave Three level of support, especially if normal classroom planning can easily encompass support for their individual needs. A pupil passport will record the child's strengths, the nature of their specific learning needs and other barriers to their learning, strategies that will help them in the classroom, the planned special provision being made, the agreed short-term targets set for the child, and the teaching strategies and additional support to be used. It will also indicate the date for the plan to be reviewed. In most cases, this review will take place once a term.

### **Provision for pupils with an Education Health Care Plan ('EHC Plan')**

The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

### **EAL**

In our school, teachers use various methods to help children, who are learning English as an additional language, to develop their spoken and written English by:

- ✚ ensuring that vocabulary work covers the technical as well as the everyday meanings;
- ✚ covering not just key words, but also metaphors and idioms;
- ✚ explaining how spoken and written English have different usages for different purposes;
- ✚ giving them appropriate opportunities for talking, and using talk to support writing;

- ✚ encouraging them to relate one language to another.

Our school uses **Assessment of Children and Young People with English as an Additional Language Including Kent Steps** to measure the English language competence of EAL children. We record their attainment and progress according to agreed school procedures. If needed an intervention will be put in place to pre-teach the vocabulary needed to help the child access lessons.

Please see the Appendix for further information.

### **Able and Exceptionally Able**

We support children who have been identified as working above the expected level in particular areas of the curriculum. These children are identified and named on the Able and Exceptionally Able register. Teachers are expected to differentiate for these children in the lessons through their quality first teaching and additional sessions in their identified subject are given to help them to develop their skills further.

### **Recording progress of pupils with SEND**

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of Personalised Plan. This is drawn up in consultation with the pupil's teacher and the Head of Learning Enhancement, the pupil and their parents. The passport or personalised plan contains key information such as:

- ✚ Progress and attainment level
- ✚ Outcome sought
- ✚ Teaching strategies
- ✚ The additional or different provision of support in place
- ✚ Involvement of any specialist or professionals
- ✚ Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them.
- ✚ Date the Pupil Passport/Personalised Plan was drawn up and date for review.

The Personalised Plan will be reviewed and updated regularly.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly, sign off the enhanced provision for the current period, and the child is encouraged to take ownership of it and to set their own targets.

### **The role of the Head of Learning Enhancement.**

In our school, the Head of Learning Enhancement:

- ✚ manages the day-to-day operation of our SEN Policy and maintains the SEN register;
- ✚ co-ordinates the provision for children's special educational needs and maintains a provision map which shows the range of additional support provided for pupils in our school, through intervention provision 1, and 2;
- ✚ supports and advises colleagues;
- ✚ oversees all assessments of the progress made by pupils with SEN;
- ✚ arranges and attends all Personalised Plan and EHCP review meetings, many of which he/she will chair.
- ✚ maintains records of all children with SEN;
- ✚ acts as a main point of communication with parents and carers, in addition to the class teacher;
- ✚ acts as the link with external agencies and support services;
- ✚ monitors and evaluates this Learning Enhancement Policy, manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEN; contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEN.

### **The Early Years Provision**

The School monitors progress of all pupils in the Early Years Foundation Stage (EYFS). The designated teacher responsible for coordinating SEN provision in the EYFS provision is Lydia Johnson in conjunction with the Nursery Manager. The Key worker will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

### **Allocation of resources**

The Head of Learning Enhancement is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs. This includes the use of laptops and iPads within the classroom environment. Children who have been assessed and are diagnosed as experiencing difficulty with writing for a prolonged period of time will be encouraged to use laptops providing they have completed an agreed computer programme for touch-typing and can type at a fluency of approximately twenty words per minute. They are also encouraged to use 'voice to text' apps on the iPads to help support their working memory during longer pieces of independent writing.

### **Digital Strategy**

Children, who are in year 4, 5 and 6 all have a Surface Go as part of the school's digital strategy. Teachers and the Head of the Learning Enhancement have been trained, using the Microsoft SEND programme, to adapt the Surface Gos to enhance the learning of all children and especially those who experience barriers to learning. Adjustment of background and type colour and encouragement to use the predictive text and Immersive readers are ways to help break down barriers.

### **Partnership with parents and carers**

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

Through regular Personalised Plan review meetings each term, or regular termly parents' meetings, we share the progress of pupils with SEN with their parents or carers. We discuss with parents/carers any outside specialist support, and seek to involve them in decision-making about the provision planned for their child.

### **Pupil participation**

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities. Children are involved in an appropriate way in agreeing targets in their Passport review meetings. Children are encouraged to review their own progress against their targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

### **Monitoring and Review**

The Head of Learning Enhancement will monitor the progress or difficulties of children on the SEN register and work with their class teacher to maximise their provisions.

The Head of Learning Enhancement will provide staff and the Senior Management Team with summaries each term showing the impact of our policy on the effectiveness of our SEN provision.

### **Further aspects relating to SEND provision**

#### **Admissions**

The School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

The School will treat every application from a SEN and disabled pupil in a fair, open-minded way. However, the School will assess all pupils for admission on the basis of its standard selection criteria from time to time.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the School before the School considers the application for a place so that adequate provision can be made for them. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEN and disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools and assessment of the pupil at a taster day.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

### **Withdrawal**

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the school will endeavour to help parents to find a suitable alternative setting/school for the child.

### **Three-year accessibility plan**

This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

### **Bullying and behavioural issues**

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE and assemblies the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEND may be particularly vulnerable to 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.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- ✚ assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- ✚ the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- ✚ communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

### **Entitlements to additional time and/or support in external assessments**

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak with the Head of Learning Enhancement with regard to any application for additional support as soon as reasonably practicable.

The Head of Learning Enhancement will process applications for appropriate examination access in conjunction with the Deputy Head.

### **Concerns**

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's teacher if their child's progress or behaviour gives cause for concern.

**Review**

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.

## **APPENDIX - EAL**

At St Faith's Prep we recognise that all children have individual needs, which puts personalised learning at the heart of our teaching. On entry to the school we gather information from parents about:

- ✚ pupil's linguistic background
- ✚ pupil's previous educational experience and attainment
- ✚ pupil's family and biographical background

An EAL pupil is one who experiences another language on a regular basis. This also encompasses pupils who experience other languages from close family members such as grandparents, those that are fully bilingual and all children that are at different stages of learning English. EAL pupils may be:

- ✚ Newly arrived from a foreign country and school
- ✚ Newly arrived from a foreign country, but in an English-speaking school
- ✚ Born abroad, but moved to England at some point before starting school
- ✚ Born in the UK, but into a family where the main language is not English

All pupils will need varying levels of provision.

### **Recognition**

1. Here at St Faith's Prep, we welcome those of different faiths and cultures. Pupils are actively taught through the school curriculum to appreciate and celebrate diversity. They come to understand that they belong to a rich national, continental and global heritage that offers them many opportunities for now and for the future. (Refer to MFL Policy) Our school seeks to ensure that all pupils have access to a broad and balanced curriculum. Spoken and written English is best learnt this way and EAL pupils should be encouraged to play a full part in class activities. Teachers ensure that vocabulary work is technical and of everyday use, however there may be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.
2. Learners of EAL make the best progress within a whole school context, with their peers. If, however, a child is not making the expected progress then Head of Learning Enhancement and parents may be informed to discuss or investigate their learning. They may be withdrawn from whole class teaching, to a small intervention session to maximise learning from time to time. If more significant indications arise from this, then the Head of Learning Enhancement will become more involved and possibly implement Wave 1 or Wave 2 strategies to support them.
3. The school environment should promote language development, visually and verbally. EAL pupils are given appropriate opportunities for talking, and using talk to support writing. They are encouraged to relate one language to another. (Refer to MFL Policy where we value children with EAL by introducing them to the rest of the school and celebrating their language, differences of culture, geography etc). School structures and overall ethos should help EAL pupils integrate and thrive in a Western culture which may be foreign to them, and also, they must feel appreciated for their own cultural uniqueness.
4. Bilingualism and multiculturalism are assets that should be supported and celebrated. Including welcoming families into our activities to reinforce our teaching at home if required. We also aim to raise the profile of the children within the school and include them onto the More Able register if they are fluent in more than one language.

### **EAL in EYFS**

This policy also applies to Sandcastles Nursery including 'early', 'late' and 'wrap around care'.

### **LANGUAGE LEARNING**

In the St Faith's Prep EYFS we recognise the fact that a child may enter our setting who is already developing one or more languages and is now learning English as an additional language. We always allow these children extra space and time, patience and support. We acknowledge and celebrate the skills they have in their home language for we believe this promotes confidence in their own abilities and raises their self-esteem.

We recognise and reassure parents that their children will benefit if they use, maintain and develop their 'home' language and we encourage them to spend time in this interaction with their child.

We invite parents to share their home language and cultural background with staff and other children in the Nursery through visits and participation in activities. Parents are invited to provide a list of key words and phrases or translations of these, to assist the child's transition into Nursery.

### **SOCIAL SKILLS development in EYFS**

Children who share the same home language are encouraged and enabled to spend time together in the Nursery to communicate.

Staff ensure that they make their teaching as visual as possible through the provision of pictorial and additional resources to assist EAL children and to enable them to fully access the inclusive language environment. Staff also ensure that they use gestures, facial expressions and explanatory actions together with the use of objects to explain each part of an activity. Also, through the use of body language/visual cues will help to convey and reinforce instructions. Knowing what is going on around them is key to fostering their confidence and feelings of integration.

### Teaching Strategies to aid EAL Pupils

1. Classroom activities have a clear learning objective and use appropriate materials and support to enable pupils to participate in lessons.
2. Key language features of each curriculum area e.g. key vocabulary, use of language, forms of text are identified.
3. Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, drama and role play. PSHE is effective in this also.
4. Additional visual support is provided; posters, pictures, symbols, photos, and objects
5. Additional verbal support is provided e.g. Repetition, modelling, peer help
6. Use is made of collaborative activities with purposeful talk and active participation e.g. assemblies, plays, outings to museums, choir, LAMDA etc.
7. Where possible learning progression moves from the concrete to the abstract.
8. Discussion during and after reading and writing activities.
9. ICT is a valuable tool for assistive technology and can be used in the classroom to help support language development. (See ICT policy)
10. All members of staff, (teaching, pastoral, administrative and kitchen), play a crucial role in modelling uses of language

### SEN and Differentiation

EAL pupils are not children with a SEND. Our school recognises EAL pupils needing support with their English do not have SEN needs, but skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Some EAL pupils may have SEND and in such cases, will have equal access to school SEND provision, in addition to EAL support. They will be identified as part of normal assessment procedures as outlined in our school Learning Enhancement policy.

EAL pupils considered to be 'more able' or to have an individual talent will be identified as part of normal assessment procedures as outlined in our school Learning Enhancement Policy.

Targets for EAL pupils in lesson planning are appropriate, challenging and reviewed regularly.

### Supporting Refugees

As a result of war, which can lead to refugee children joining our school, with little or no English, St Faith's will implement a full programme of support. This will include liaison between the SENCO, class teacher and MFL teacher on how best to support pupils.

Strategies for inclusion and learning enhancement will include:

- teaching basic greetings to class teachers to welcome pupils;
- using the child's home language to praise pupils in whole school assemblies;
- providing pupils with the Linguascope website details where they can practice their English using highly visual interactive games and flashcards, both in school and at home.
- using visual support and kinaesthetic strategies to enhance learning in the classroom.
- the MFL teacher will make connections across languages, incorporating the child's native language and English translations.
- The head of Computing will implement translation programmes and App to help the child with their written and spoken language.

### EAL Assessment and Monitoring

Staff have regular liaison time to discuss pupil progress, needs and targets.

Progress in the acquisition of English is regularly assessed and monitored (within other subjects too) through observation, tests, reading, writing and speaking. Competence in English may be categorised as:

- ✚ LEVEL 1- silent period/beginner learner
- ✚ LEVEL 2- basic interpersonal communication skills BICS
- ✚ LEVEL 3- socially competent and starting to communicate more efficiently in academic setting
- ✚ LEVEL 4- satisfactory levels of English, but language may still be a barrier to achievement in some curriculum areas.
- ✚ LEVEL 5 - cognitive academic language proficiency (CALP), level of English no barrier to achievement.

In all subject areas, work is assessed with sensitivity to the pupil's understanding of English, even involving the pupil's feelings and parents' input.

Reports are written according to the general reporting procedures of the school.

It is the responsibility of the class teacher and the Head of Learning Enhancement to maintain up to date records of EAL pupils whilst they are in the school.

Members of Staff supporting for EAL pupils:

- ✚ Form teacher
- ✚ English teacher
- ✚ MFL teacher
- ✚ Head of Learning Enhancement in conjunction with the Head