



English as an Additional Language, Gifted and Talented and SEN Policy

The Green Room Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Owner: RA/WRA/KDH/6MA

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
March 2015	March 2016	October 2016	2	October 2017
		January 2018	3	January 2019
		January 2019	4	January 2020
		November 2019	5	November 2020
		October 2020	6	October 2021
	GR6 Review (MA) GRK Review (BT)	February 2021 March 2021	7	February 2022 March 2022

Introduction

The Green Room schools will accept students who have English as an additional language. The term EAL means 'English as an additional language' and includes those children for whom English is not the first language spoken at home and children who are bilingual.

Aims

- to create a welcoming and supportive environment which will encourage EAL students to participate fully in all areas of school life
- to value and respect the cultural and linguistic identities of EAL students, and use these to enrich the learning of students
- to develop the oral and literacy skills of these students so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life. Students will receive intervention programmes to help them achieve their full potential.

English as an Additional Language

We value and respect the cultural identities and experiences of all students and these are celebrated through both class based and school wide activities. We recognise that the use and development of each child's home language is an essential part of the child's linguistic development.

- EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.
- Should SEN be identified, EAL pupils have equal access to schools' SEN provision.

Assessment

- All EAL pupils are entitled to assessments as required.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored.

- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, eg talk frames, writing frames.

Materials

Our schools provide appropriate materials such as dual language text books, dictionaries and key word lists. Videos, maps, I.C.T. and story props also give crucial support.

Gifted and Talented

Approach

It is the intention of the schools to provide an adequate curriculum and support to enable each pupil who has been identified as gifted or talented to reach their full potential. This should be seen as an opportunity not a problem.

- If EAL pupils are identified as Gifted and Talented, they have equal access to schools' provision.
- A gifted student is one who is in the top 5-10% of the student population of the school or class group (DfE definition) who 'has the capacity for or demonstrates high levels of performance in an academic year'
- A talented student is one who is in the top 5-10% of the pupil population at the school or class group with a specific ability in a non- academic area.

Types of provision:

- Classroom differentiation using schemes of work that address the needs of gifted and talented students.
- Other school based provisions like clubs and partnership with other schools and fast tracking of groups.
- Out of school provision such as national schemes, competitions and festivals.

Special Educational Needs

Admission Arrangements

The schools adhere to the policy of the LEA and therefore have no special provision under admission arrangements for limiting or promoting access for pupils with special needs who are without Education Health Care Plans. It does, however, endeavour to provide appropriate support for pupils with a range of special educational needs. (See SEN Policy and Accessibility Plan)

SEN Specialisms

The schools accommodate provision for students who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/ or physical
- Medical conditions

Access for the disabled

The needs of the pupils will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum - See SEN Policy and Accessibility Plan

Review

This policy will be reviewed annually in the light of any changed circumstances in our schools or the local areas.

This policy is approved by the Co-CEO of The Green Room Foundation

Date

Co-CEO
