



Cambridge Street School

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EAL POLICY

Version: 8.0

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Approved By: Governing Body, Head Teacher

Aims:

- We aim to provide for all our pupils the highest level of education.
- To give pupil's the opportunity to attain their best.
- To provide an education for all our pupils regardless of their learning ability.
- To provide pupils support to enhance their learning further.

Objectives

- Liaise with and support subject teachers to incorporate differentiated Programmes of Studies which reflect the needs of the individual
- Provide appropriate and needs-led interventions as part of a continuum of provision using expertise from external agencies
- Use data on attainment and achievement to inform support, intervention and target setting procedures for individual pupils with additional learning support
- Provide insets and training to support professional development

Pupil's with a Statement for special educational needs:

The institute does not currently have facilities (that would be considered to be on par with state schools) to fully support students with complex special educational needs. However we still welcome applications from students who have such needs and where a student is found to have met all entry criteria but with a Statement of SEND, the institute would not discriminate against the student on SEND grounds. When an applicant with a SEND is identified we will discuss (with the parent or guardian) the needs of the child against the provision available at the institute. If the parents and the child are happy to proceed with the application the institute will begin steps to accommodate the needs of that child including the steps outlined below.

Assessment Prior to Enrolment:

Latest previous school reports of applicants are obtained and assessed for any support provided in Literacy and Numeracy. Schools and Parents are consulted for further clarification if required. This is to ensure the best interest of the child.

Identification of Students' Additional Learning Needs (EAL etc):

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

The school assesses each pupil's current skills and levels of attainment on entry through baseline and standardised screening tests (e.g. CAT tests, reading tests), building on information from previous settings and key stages where appropriate. At the same time, the school considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Parents, the class teacher or other professionals, within or outside the school, may also express concerns which trigger an assessment. These may refer to a child's difficulties in coping with the normal demands of the school with regard to: attendance; punctuality; social concerns; medical concerns; speech and language; learning; behaviour; and possible neglect or abuse.

Class and subject teachers, supported by the Senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. All pupils have a half-termly formal assessment to ensure that all pupils are 'on track' to achieve their learning targets.

The school is also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Where there are long lasting difficulties, the school will consider whether the pupil has SEND.

When identifying SEND, the school is mindful of the following:

- Slow progress and low attainment do not necessarily mean that the child has SEND
- Attainment in line with chronological age does not mean there is no learning difficulty or disability
- Pupils with English as an additional language who require support should not be regarded as having SEND unless assessment shows that they have learning difficulties on addition to second language support
- Persistent disruptive or withdrawn behaviours do not mean that a pupil has SEND.

It's the responsibility of the SENCO to place pupils on the additional support register, and to monitor and manage the support needs. If the principal language of the student is not English, the institute will take steps to identify the extent to which the student would need additional support so as to partake in the curriculum. Where English is not the principal language of student, the student and parents would need to demonstrate or provide evidence that the student is proficient in at least one of the other two languages of instruction at the institute (Urdu and Arabic).

Provision

It is the aim of the school to provide each and every individual the best education possible. Each and every individual should have the chance to fulfil his potential. With this in mind the school provides a range of School Support.

School Action

The SENCO liaises closely with the student's teachers and parents/Carers. Target are set and reviewed termly. Parents and students views are invited and highly valued as a contribution to the target setting and review process. Teachers and support staff monitors pupils progress and refer any concerns to the SENCO.

During lessons, teachers will either provide differentiated material or spend extra time with the boys who require in-class support. The Institute also facilitates mentor mentee relationships between students; both would share a common language; with the mentor already being proficient in English thereby helping to advance the skills of the mentee.

School Action Plus

When the school requires more specialised support in monitoring and delivering provision for a student, outside agencies and other specialist are consulted. Subject teachers and parents are made aware of the agencies and outside specialist who are involved. Pupils Support Plans are written with

targets agreed and reviewed termly. The PSP is sent home and also circulated to staff to ensure they can be consistently reinforced.

Assessment Stage

In a few cases, the correct provision depends upon resources that can only be accessed via a statement of special educational needs. In such a case, the institute will make a referral to the Local Educational Authority. After referral, the institute will work collaboratively with all agencies to support interdisciplinary assessment.

Statement of Special Educational Needs

The school will ensure that the needs of students with statements are fully met through appropriate provision and mentoring. Support is allocated according to the recommendations of Statements of Educational Needs. Pupil Support Plans are written with targets agreed and reviewed by the student termly.

Provision Model:

The SENCO will be central to any information and will provide supportive networks for students and staff.

- The SENCO will work with subject teachers to support pupils with specific learning needs.
- Subject teachers will modify curriculum materials for individual students and differentiate/develop whole modules of the curriculum
- Subject teachers and support staff will monitor progress over the year with SENCO

External Agencies

The School will seek to engage the following agencies to assist further interventions where appropriate:

- Educational Psychology Service
- The Learning Trust
- Child Health Care services
- SENDMAC

Support at home:

It is imperative parents work closely with the school to support the child. When possible they must allow time to go through the work with the child and provide the school with feedback on related tasks. They must praise, encourage the child at home and use appropriate rewards to celebrate his achievements. The child must feel his hard work is being valued.

1. VERSION HISTORY

Issue Date	Version Number	Approved By
July 2019	5.0	Head Teacher & Governing Body
Sept 2020	6.0	Head Teacher & Governing Body
Sept. 2021	7.0	Head Teacher & Governing Body
Sept. 2022	8.0	Head Teacher & Governing Body