



# EAL Policy

May 2017

Approval by the Governing Body	
Review date	
Signed by Chair of Governing Body	
Signed by the Principal Designate	

Consultation	Adopted from Ditton Park Academy.
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## Introduction

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- 1.1 Grove Academy is committed to making outstanding provision for the teaching of students for whom English is an Additional Language (EAL) and for raising the attainment of minority ethnic students irrespective of their ability or background.
- 1.2 The School will identify individual student and group needs, recognise the skills they bring to the School and ensure equality of access to the curriculum.

## Policy in practice

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### Assessment and Target-Setting

- 2.1 Statutory Assessment: The School will ensure that all EAL students have access to statutory assessments, making full use of special arrangements including mother-tongue assessment.
- 2.2 EAL Assessments: Staff will work with internal and external agencies, to assess the needs of EAL students, identifying students' level of English and arranging mother-tongue assessments when appropriate.
- 2.3 Target Setting: Staff will ensure that appropriate targets and outcome measures are set for identified EAL/EMA students in line with School policy.
- 2.4 EAL/SEN: The School recognises that most EAL students needing additional English support do not have SEN needs. However, should SEN needs be identified; EAL students will have equal access to School SEN provision.

### Teaching and Learning

- 3.1 Planning and differentiation: The School will provide a system for staff to share planning with support staff. Plans will identify the language demands of the curriculum and provide differentiated learning opportunities matched to EAL students' needs.
- 3.2 Literacy and Numeracy: EAL students are entitled to full access to the National Literacy and Numeracy strategies. Staff training will include specific focus on the inclusion and particular challenges for EAL students.
- 3.3 EAL resources: The School will allocate a budget to provide appropriate teaching materials and other resources.
- 3.4 Professional Development: The School will enable staff to undertake appropriate professional development to meet the needs of minority ethnic/EAL students.

### Monitoring and Review

- 4.1 Attainment database: The School data will include relevant information on minority ethnic/EAL needs, support, attainment and progress.
- 4.2 Development Review: The departmental SEF and DIP will incorporate Action Plans and Reviews relating to raising the attainment of minority ethnic/EAL students in line with School policy.

### Inclusion

- 5.1 Admissions: The School will provide a welcoming admission process, involving mother tongue, pastoral and personalised support where possible.
- 5.2 Parental links: The above process and access to the full range of parental involvement will be supported by the means of accessible communication strategies e.g. translation and other services.
- 5.3 Refugees and other vulnerable groups: All the staff are committed to providing a safe and secure environment and being sensitive to the previous experiences of refugees, other vulnerable groups and their families
- 5.4 Continuing Professional Development (CPD): The School is committed to providing CPD to support the delivery of its aims.