



THE ACADEMY OF
ST FRANCIS
OF ASSISI

SEND Policy

Review Period:	Annually
Person Responsible For Policy:	Trust Director of SEN
Governing Committee:	Admissions, Inclusion and Ethos
Date of Governing Committee Approval:	April 2018
Date for Review:	April 2019

SEND POLICY

The Academy St Francis of Assisi is committed to inclusive learning. It is the right of every student, including those with Special Educational Needs and/or Disabilities, to learn and experience high quality teaching. It is through learning that our students will be empowered to achieve and lead successful, fulfilled lives. Our aim is to grow successful confident individuals capable of leading successful lives by valuing life-long learning.

The Academy of St Francis of Assisi was awarded The Inclusion Charter Quality Mark by the Local Authority in April 2014 and became a School of Sanctuary in July 2016.

This policy complies with the statutory requirement laid out in the new SEND Code of Practice 0-25 (2015) incorporating part 3 of the Children's and Families Act and its associated regulations.

Rationale

A student has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A student has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the student from making use of educational facilities of a kind provided for students of the same age in other schools within the LEA is under compulsory school age, or would be if special educational provision was not made for the student.

Special educational provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for students of the same age in maintained schools, (other than special schools) in the area.

Aims and Objectives

- To ensure that all students have access to a broad and balanced curriculum and quality experiences.
- To create an ethos and educational environment that is person centred and has the views and needs of the student at heart along with their family.
- To fully adopt the graduated approach to ensure that all students with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible outcomes.
- To work within a 'person centred approach', fostering and promoting effective collaboration with students, parents/carers and outside agencies.
- High quality teaching that is differentiated and personalised to meet the individual's needs ability and potential.
- To ensure the identification of all students requiring SEND provision as early as possible in their school career.
- To ensure that SEND students take as full a part as possible in all school activities and challenge them to achieve their personal best.
- To ensure that parents of SEND students are kept fully informed of and involved in their child's progress and attainment.
- To ensure that SEND students are involved, where practical, in decisions affecting their future SEND provision.
- To provide opportunities for students with SEND to achieve their learning targets.

- To actively encourage students to track their own progress, recognise their achievements and review their targets.
- To ensure all staff are aware of students needs and are equipped to meet them.
- To clearly identify the roles and responsibilities of school staff and the SEND governor in providing an appropriate education for pupils with special educational needs and/or disabilities.

Roles and Responsibilities of Staff

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.’ Code of Practice 2014

Head of School- Tracey Greenough

- Monitors our annual intake to ensure that students with SEND have not been refused admission or discriminated against because of their special need.
- Acknowledges the need to maintain a high profile for SEND issues and will ensure that these are timetabled for discussion at Governors’ Meetings and at staff meetings.

Trust Director of SEN and SENCO – Siobhan Riley

- Ensures that appropriate budget is allocated to the provision of resource materials for use with SEND students, and that there is access to training opportunities and appropriate expertise for all staff.
- Establishes appropriate systems for identifying, recording, developing, monitoring and reviewing the progress of SEND students; and will ensure that these systems are adopted by all staff.
- Oversees the school’s SEND policy.
- Ensures that all practitioners in the academy understand their responsibilities to students with SEND and the academy’s approach to identifying and meeting SEND.
- Collects information about students and identifies those who may need additional support.
- Works with the Head of School and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments for access arrangements.
- Advises teachers on how they can plan for, support and monitor students on the SEND register.
- Co-ordinates provision for students with special needs and ensure equal opportunity and access to the curriculum regardless of their need.
- Informs, liaises and works in partnership with SEND students and their parents.
- Contributes to the training of staff.
- Maintains the school’s special needs register.
- Liaises and works in partnership with external agencies including Educational Psychology Service, Behaviour Support Service, Health Education Services, Learning Support Services, Child Protection Services, Educational Welfare Services and medical services, Connexions, voluntary bodies.
- Liaises with class teachers.
- Manages the Leader of Learning Support
- Liaises with primary schools, colleges and any other schools that a student with SEND may transfer to or from.
- Meets regularly with Head of School and relevant staff about SEND issues.
- Contributes to the induction of new and newly qualified teachers working with SEND students.
- Maintains efficient and effective control of the SEND budget.
- Tracks progress of students on the SEND register using available data.
- Encourages students with SEND to participate fully in the life of the school.

Leader of Learning Support-Tara Welsh

- Advises teachers on how they can plan for, support and monitor students on the SEND register.
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- Manages Learning Support Assistants.
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Learning Support Assistants

- Provide expertise in the education of students with SEND.
- Support SEND students in mainstream lessons wherever possible with a priority given to classes with a greater percentage of SEND.
- Feedback to the department any concerns that arise about a student's academic progress and/or health and well-being.
- Ensure that the subject staff are fully informed of students needs.
- Reward students and give positive feedback for achievement and hard work.
- Assist in identifying need and setting targets for individual students.
- Ensure withdrawal programmes are relevant and students are making progress.
- Ensure Pupil Profiles are up-to-date and informative.
- Ensure reading ages are updated regularly and shared with all staff.
- Identify students who need to attend reading support.
- Ensure they have a full understanding of students' needs, current levels and targets.
- Meet regularly with the SENCO.
- Support identified students during exam periods.

Class Teachers

- Deliver high quality teaching and excellent learning outcomes and create a climate where students achieve their full potential.
- Make provision for SEND students within the classroom.
- Ensure that expectations of all students are high and targets are aspirational.
- Differentiate the curriculum so it is appropriate and accessible to all students.
- Inform the SENCO when concerns arise about a student's academic progress.
- Contribute to the writing of Pupil Profiles.
- Use relevant data to set appropriate learning targets for each student.
- Are aware of the Curriculum levels, Reading Ages and specific learning needs of all the children in their classes.
- Use LSAs effectively to help move the students forward in their learning.

- Provide liaison sheets for learning support assistants in class.
- Create a caring and supportive environment, which utilises all available and appropriate facilities.

The Governing Body

SEND Governor – Julie Scott

- Ensures that provision of a high standard is made for all SEND students.
- Ensures that all SEND students are fully involved in school activities.
- Meets regularly with the SENCO and Senior Leaders to discuss SEND issues.
- Monitor and evaluate the success of SEND provision in The Academy by reference to outcomes against targets set in SEND action plan.

Parents

- Communicate with the school regularly.
- Recognise specific needs of their child.
- Help their child to develop and improve their skills and meet targets.

Students

- Explore their own capabilities and discover “something they are good at”.
- Be active participants in their own self-development
- Make the most of the full range of their abilities within the framework of opportunities provided.

Admissions arrangements

The admissions arrangements of the governors make no distinction to students with special educational needs. The aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of students with an Education and Health Care Plan, the SENCO will work closely with the LA named officer in coming to a decision about the most appropriate provision for the student. No student can be refused admission solely on the grounds that s/he has special educational needs, but we would consult immediately with the LA to provide appropriate resources.

Identification of Students Needs

‘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.’ (CoP 2014)

Early identification of students with SEND is a priority. Therefore, working with and collecting information from our primary schools is essential. This information includes:

- Teacher observation and assessment.
- KS2 results.
- Pivats scores.(Where appropriate)
- Code of Practice level.
- IEPs
- Reports concerning any involvement of external agencies.
- Internal school reports.
- Results from any other standardised screening or specific assessment tools.
- Any other information included in their SEN files.

The academy’s particular arrangements for assessing and identifying pupils as having SEND also forms part of our published Local Offer, which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- The academy reflects what the Code of Practice states, that students are only identified as having SEND if they do not make adequate progress once they have had all of the

interventions/adjustments and good quality personalised teaching. This is known as SEN Support.

- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally, it is not assumed that attainment in line with chronological age means that there are no learning difficulties; each individual case is looked at.
- The four broad areas identified within the SEND Code of Practice 2014 are:
Communication and Interaction
Cognition and Learning
Social Emotional and Mental Health Difficulties
Sensory and/or Physical Needs
- These areas exemplify the range of need for which the academy is able to identify and provide support from within the school's provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a student into a category.
- The ability to identify SEND and adapt teaching in response to the diverse needs of students is a core requirement of the teachers' standards (2012), Teachers are guided and supported by the Learning Support Team and information is shared appropriately and frequently.

What is not SEN but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Students in receipt of pupil premium or pupil premium plus
- LAC
- Being a student of servicemen/women
- EAL

Implementing Provision

At The Academy St Francis of Assisi, we have adopted a whole-school approach to SEND policy and practice. The SEN Code of Practice makes it clear that all teachers are teachers of students with special educational needs. Students identified as having SEND are, as far as is practicable, fully integrated into secondary mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

On entry to the school each student's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school.

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum.
- In-class support from Learning Support Assistants.
Support from specialists within class or as part of a withdrawal programme.
- Access to and support from external agencies.

SEN Support in school

SEN Support takes the form of a four part cycle through which earlier decisions and actions are revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This cycle is known as the graduated approach. (Assess, Plan, Do, Review)

Assess

- In identifying a student as needing SEN Support the school will carry out a clear analysis of the student's needs. This will include academic progress measured in line with their peers, compared to previous progress and to national data.

- Teachers' experiences of the student and tracking of behaviour data will also form part of the assessment.
- The student's own views are sought as well as those from external support agencies who are already involved with the student.
- Parental views and concerns are actively listened to and recorded.
- Assessments are reviewed regularly to ensure that the nature of the provision is appropriate to match expectations.

Plan

- Parents are notified if their child is receiving SEN Support.
- Review dates will be in line with whole school parents evenings and through review meetings organised by the SENCO.
- All teaching staff will be made aware of individual student provision through the withdrawal support register.
- Strategies for students' progress will be recorded in a Pupil Profile containing information on:
 - Reading ages.
 - Relevant information.
 - Teaching strategies.
 - Summary of students' strengths and areas for improvement.
 - Expected outcomes
- Parents must reinforce and contribute to progress at home.

Do

- The SENCO supports the subject teacher in problem solving and advising on the effective implementation of support and in further assessments.
- The subject teacher will remain responsible for working with the student on a daily basis.
- Where interventions involve group or one to one teaching away from the classroom, the subject teacher remains responsible for the student's progress.

Review

- The effectiveness of the support and interventions and their impact on the student's progress should be reviewed at least annually.
- The impact and quality of the support and interventions will be evaluated, taking into account the views of the student and the parents/carers. This information will form the basis of an updated support plan with revised outcomes and changes to support. This will be done in consultation with key staff, students and parents.
- Parents should have clear information about the impact of the support and interventions provided to enable them to be involved in planning the next steps.

EHC Plan

- An EHC Plan will normally be provided where, after a Statutory Assessment, the LA considers the student requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan. An EHC Plan will include details of learning objectives for the student. EHC Plans must be reviewed annually. The Local Authority will inform the SENCO at the beginning of each school term of the students requiring reviews.
- The SENCO will organise and lead these reviews and invite:
 - The student's parent.
 - The student.
 - The relevant teachers.
 - A representative of the Local Authority.
 - Any other person the Local Authority considers appropriate.
 - Any other person the SENCO considers appropriate.

- The aim of the review will be to:
 - Assess the student's progress in relation to targets.
 - Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
 - Consider the appropriateness of the existing EHC Plan in relation to the student's performance during the year, and whether to cease, continue, or amend it.
 - Set new targets for the coming year.

External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting Pupil Profile will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Facilities for Students with Special Needs

At The Academy St Francis of Assisi, a variety of additional support for students with special needs will be provided including: Reading Clubs, Lunch and break clubs.

KS3 Learning Support Centre

Small Learning Community

The Academy St Francis of Assisi has a Small Learning Community in years 7 and 8 for identified students. The group offers a small, calm and nurturing environment and there is a Learning Support Assistant attached to the class for all lessons. The group follows National Curriculum subjects with highly differentiated lessons and English and Maths taught by a Primary –Trained Teacher. The main focus is on developing literacy and numeracy skills and building students' self-esteem. Social skills are developed through independent lessons.

KS4 Learning Support Centre

Students who require additional support with GCSE and vocational subjects may spend some time during each week at the KS4 Learning Support Centre where they will be supported in their learning by a Learning Support Assistant who has been guided by their class teacher. Some students will also follow specific packages to help prepare them for adulthood.

Handling complaints from parents/carers

Any complaints should first be raised with the SENCO, then if necessary to the Deputy Head of School. If unresolved, complaints should then be directed to the SEND Governor. All complaints follow the academy's complaint procedure.

Key interventions

The programmes used with in the Learning Support Department.

Active Literacy: This programme is aimed at students with a reading age of 6years and below. The aim of this programme is to teach the basic skills of reading and spelling.

Although the exercise were originally developed for Spld/dyslexic children aged 7-10years, the exercises have also been used successfully with children and teenagers with more literacy difficulties. The activities therefore offer another 'way in' for those who cannot read and spell or are experiencing literacy difficulties, whether dyslexic or not. This helps students to establish letter sounds and names.

These are our most needy cohort, with some of the lowest literacy abilities, and/or significant gaps in their alphabetic knowledge and phonological skills.

Launch the Lifeboats: Lifeboats lessons progress in a sequential, step by step manner which brings a deeper understanding of phonics used in the English language. Each lesson covers just one topic, and incorporates only those phonic letters and blends which have been covered in previous lessons. This gives the student the opportunity to build cumulatively on earlier groundwork and establishes the potential for continual success. Topics on vowels, digraphs, blends, diphthongs, prefixes, suffixes and syllables are thus presented in a structure that carefully builds from the very early stages to more demanding concepts.

This programme is targeted at students in Year 7 or students in Year 8 who have a reading age below 8 years.

Students follow a personalised plan once they are assessed. The students work on Lifeboats for 20mins, then a stile exercise to work on either their spellings or comprehension for 10 minutes. From this they then join in a small group reading exercise. To end the lesson all students engage in a logic thinking game with enables the students to develop their thinking skills and also their social skills through interacting with other students.

Alpha to Omega: is a phonetic, linguistic approach to the teaching of reading, writing and spellings. It is a carefully structured programme in three stages which closely follows the normal pattern of phonological language acquisition with each stage leading naturally and logically on to the next.

This programme is targeted at students in Year 8 with a reading age above 8 years.

Students who follow this programme follow a personalised plan once they are re-assessed. The students work on Alpha to Omega for 20mins, then a stile exercise to work on either their spellings or comprehension for 10 minutes. From this they then join in a small group reading exercise. To end the lesson all students engage in a logic thinking game with enables the students to develop their thinking skills and also their social skills through interacting with other students.

Fast Track phonics: is a structured programme that has been specifically designed to teach virtual non-readers. The activities in this programme will help to develop the tracking, sequencing and visual discrimination skills that are pre-requisites for the development of fluent reading.

This programme is targeted at students in Year 9 with a reading age above 8 years.

Students who follow this follow a personalised plan once they are re-assessed. The students work on Fat Track phonics for 20mins, then a stile exercise to work on either their spellings or comprehension for 10 minutes. From this they then join in a small group reading exercise. To end the lesson all students engage in a logic thinking game with enables the students to develop their thinking skills and also their social skills through interacting with other students.

Rapid Plus

This is a cutting-edge reading series for students reading between NC levels 1a and 4c (reading ages 6.6 to 9.6). The Age-appropriate content and innovative software supports students when reading independently and has a strong focus on comprehension. The Assessment Book for each Rapid Plus stage contains two stories allowing teachers to assess students' progress and address difficulties if necessary before moving onto the next Rapid Plus stage. The Rapid Plus online software is an easy, innovative way for SEN students to practise their reading skills independently, helping to build confidence. Online access allows students to access the on-screen books and activities easily, anywhere, anytime and provides students with the support they need to attempt reading on their own. This online programme also consolidates students' learning alongside the Reading Books to help students progress and motivates students and builds key comprehension skills through fun quizzes and

activities based on a system of points and rewards. The software monitors students' progress and effort, allowing teachers to check and track students' progress easily at a glance

Lexia and Symphony

These are web based literacy and numeracy programmes to help fill gaps in students' knowledge.

Accelerated Reading Support

Students in years 7 and 8 follow an accelerated reading package in their English lessons and also during morning form time and some additional time is allocated to this for students with low literacy levels.

All students who attend the Learning Support Centre also work on building self-esteem and self-confidence. Our aim is to ensure that our students become independent and confident learners.

E.A.L. Policy Framework

Values and Principles of the School EAL Policy

Key Principles for Additional Language Acquisition

Identification of EAL Pupils

Teaching and Learning Styles

Planning and Differentiation

Curriculum Access

EAL Assessment

Monitoring

Special Educational Needs and Gifted and Talented Pupils

Admissions and Induction

The School Environment

Supporting Parents of EAL Pupils

Inclusion

Links with Other Services

Bibliography

Appendix 1 –

Appendix 2 – Checklist

Appendix 3 – Audit of Learning Environment

Academy EAL Policy 2016-17

THIS IS A WORKING DOCUMENT AND AS SUCH IS UNDER CONSTANT REVIEW. IT SHOULD BE READ WITHIN THE CONTEXT OF THE SCHOOL'S INCLUSION POLICY AND ALONGSIDE:

New Arrivals Excellence Programme: Guidance (Ref 00650-2007BKT-EN)

A Language in Common – the assessment of English as an additional language (QCA /00/584)

Values and Principles of the School EAL Policy

The Academy aims to ensure that the full potential of each bilingual child is reached by promoting a true equality of opportunity which will permeate both teaching and learning to meet the needs of individual students whatever their cultural, racial or linguistic background.

At School we recognise that children who are learning English as an additional language have 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. As a result children will be placed in sets according to academic ability rather than language ability.

Key Principles for Additional Language Acquisition

Provide a safe and secure learning environment.

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.

The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.

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.

Teachers have a crucial role in modelling uses of language.

The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.

All students have entitlement to the National Curriculum.

A distinction is made between EAL and Special Educational Needs.

Language is central to our identity. Therefore, teachers need to be aware of the importance of students' home languages and to build on their existing knowledge and skills.

Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.

All languages, dialects, accents and cultures are equally valued.

Identification of EAL Students

EAL students, including those students in need of support, are identified from:

- ✚ Initial admission interview with students and their carers
- ✚ Ethnic monitoring conducted by the school on admission
- ✚ Information from other primary or secondary schools
- ✚ Advice from EMTAS and One Education
- ✚ Opportunity to buy in support from EMTAS

A practical approach

1. Involve the Head of KS3 and KS4-new arrivals to School
2. New intake. Admission form EAL:

Language at home.
Length of time in UK
Literate in first language
Assessment - any involvement
Previous schooling

3. On Induction Day (July) liaise with co-ordinator/new intake. See and meet students on the induction day.

Teaching and Learning Styles

The Academy recognises the need for all staff to be aware of effective EAL pedagogy. Departmental Heads will audit both planning and teaching in relation to minority ethnic achievement. There will be evidence of:

- Communicating high expectations to minority ethnic group students;
- Raising the achievement of minority ethnic groups by developing innovative and challenging teaching which is responsive to their cultural and linguistic needs;
- Developing the self-esteem and confidence of minority ethnic group students by valuing their language skills and their contribution to our culturally diverse and multi faith society.
- Developing their spoken and written English by:
 - Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
 - Explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- Providing a range of reading materials that highlight the different ways in which English is used;
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- Encouraging children to transfer their knowledge, skills and understanding of one language to another;
- Building on children's experience of language at home and in the wider community to ensure that both languages are mutually supportive;
- The teaching of language functions based on a robust assessment process.
- Ensuring access to the curriculum and statutory assessment through: the use of accessible texts and materials which are suited to age and ability;
- Providing support through ICT, video or audio materials, dictionaries, translators, readers and amanuenses.

Curriculum Access

All children in our school have the right to access the full National Curriculum, EAL children included. Support systems are in place to help them. In our school, the Five Core Principle of the Every Child Matters (2003) is fully implemented and is relevant to all learners, including EAL. We balance withdrawal from lessons with in-class bilingual/additional support where possible.

First Language GCSE:

Where appropriate, EAL students are given the opportunity to sit a GCSE in their first language. To prepare the students, we liaise with EMTAS and One Education.

As an academy we realise the benefit and value for the students to continue to develop their first language.

EAL Assessment

EAL children identified as needing support will be assessed by the designated EAL mentor. Where necessary, a Home Language Assessment may be completed. This will enable the teacher to find out about a pupil's language and culture, and give the teacher a clear picture of the linguistic ability of the child.

The School currently uses A Language in Common to identify those students in the early stages of English Language acquisition.

Initial assessments will be sensitive to cultural and linguistic needs and will appreciate the need for a settling in period.

Each student completes a CATS test on arrival to measure their academic ability and not their language ability. CATS testing on arrival also gives retrospective KS2 grades and enables the academy to set realistic academic targets.

Monitoring

There is a Leader of Learning Support designated as a key contact for monitoring social inclusion and academic progress. It is vital that EAL students feel included and valued socially and culturally in order to make academic progress.

The school will monitor achievement and will take account of the needs of ethnic groups using past results as a base line. We will endeavour to address areas for development for each ethnic group.

Special Educational Needs and Gifted and Talented Students

The school recognises that most EAL students needing additional support do not have SEN needs. However, should SEN needs be identified during assessment; EAL students will have equal access to school SEN provision.

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

Admissions and Induction

EAL parents are supported, where necessary, in completing admissions forms and with applications for school meals/uniforms etc. by the staff. As a school we are building up our bank of home/school information in the main community languages.

There is an induction process in place for new arrivals, in particular for children who arrive mid-phase and we have a Buddy system in place. The EAL teacher co-ordinates with all heads of year, form tutors, mentors and the pastoral team to make sure that the new arrival settles well in school. Where possible new arrivals have access to translators, ipads and dictionaries to facilitate communication.

Supporting the Parents of EAL Learners

- We take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.
- Where possible bilingual EMTAS staff can be bought in to support home/school communications.
- Parents are supported at parents evening. When needed, an interpreter is provided by Beacon Languages or the use of Language Line to facilitate communication between parents and teachers. Progression and national curriculum levels are explained.

Inclusion

The School is committed to providing an inclusive environment for all children parents, carers and staff. The School is proactive in its recognition of different faiths/religions within the academy.

Links with other Services

The School has the opportunity to buy in additional support from EMTAS and other organisations to promote achievement and equal opportunities for all students.

Glossary of Terms

EMTAS: Ethnic Minority and Traveller Achievement Service

Bibliography

This policy was supported by other documents:

EAL Policy : Shorefields Technology College – M. Rayner (2002)

EAL Policy: Holly Lodge Girl's College – J. Spencer (2003)

Appendix 3: Audit of Learning Environment

Whole School Environment

Welcome for all

- Culture and ethos which makes all children and families feel welcomed, safe and valued
- Culture and ethos which celebrates and promotes learning
- Multilingual notices to support access to information
- Displays which reflect and celebrate diversity
- Displays which show links with local communities and promote partnership with families and communities to support learning
- Facilities for parents/community/carers

Print Environment

- Multilingual displays which support learning;
- Display of learning objectives and success criteria for adults and children to refer to throughout a unit of work;
- Learning prompts for curriculum and language: e.g. language structures and key vocabulary for specific purposes, semantic webs, graphic organisers, writing frames and prompts, photographs, diagrams;
- Displays show work in progress and completed pieces of work which act as models for learners;
- Displays reflect the ethnic, cultural linguistic and religious backgrounds of students;
- Displays include global perspectives;
- Displays challenge bias, racism and stereo-typing;
- Displays reflect purpose for learning as well as guidance for parental involvement, taking account of the diversity of parents;
- Displays are initiated by students as well as adults and celebrate collaborative as well as individual work; Reading materials in the school and class reading boxes include positive role models, reflect and value diversity, include fiction as well as non-fiction from a range of cultures (local and global) and explore a range of issues such as equality, justice, migration, displacement, etc and challenge bias and stereotyping and racism;
- Reading material includes dual language and community language books, newspapers and magazines;
- Computers – individual and in suites –provide facilities for word processing in languages which use different scripts;
- A wide range of ICT, including tape-recorders, camcorders and laptops are available for children to use.

Classroom Organisation

- Teaching resources reflect diversity
- Resources are easily accessible for all, including early stage EAL learners
- Furniture arrangement facilitates flexible use of groupings for teaching and learning

A summary of roles and responsibilities

SEND at The Academy of St Francis of Assisi

Trust Director of SEND: Miss Siobhan Riley rileys@asfaonline.org

Leader of Learning Support: Mrs Tara Welsh welsht@asfaonline.org

Small Learning Community Teacher: Mrs Laura Riley

SEND Governor: Miss Julie Scott

Learning Support Assistants:

Behaviour Support Coordinator: Mrs Louise Mitchell:

Literacy and Numeracy Intervention Coordinator: Mrs Dawn Wright

Language Acquisition Coordinator: Mrs Amanda Gamble

Year 7 Small Learning Community: Mrs Mireille McDonough

Year 8 Small Learning Community: Mrs Julie Reid

Year 9 Learning Support: Miss Anne-Marie Dunne

Year 10 Learning Support: Mr Eddie O'Hagan

Year 11 Learning Support: Miss Lynda Scott

Higher Needs Support: Mrs Felicity Doran